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ABSTRACT

This document presents required summaries of detailed student assessment reports submitted by the following Oklahoma institutions: University of Oklahoma, Oklahoma State University, University of Central Oklahoma, East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Langston University, University of Science and Arts of Oklahoma, Oklahoma Panhandle State University, Conners State College, Eastern Oklahoma State College, Murray State College, Northeastern Oklahoma A&M College, Northern Oklahoma College, Tulsa Community College, Oklahoma State University Technical Branch Oklahoma City, Oklahoma State University Technical Branch Okmulgee, Western Oklahoma State College, Redlands Community College, Carl Albert State College, Seminole State College, Rose State College, Oklahoma City Community College, and Rogers University. Data are presented on the four required assessments: (1) at entry-level, to determine academic preparation and course placement; (2) at midlevel, to determine general educational competencies in reading, writing, mathematics, and critical thinking; (3) at exit level, to evaluate outcomes in the student's major; and (4) a general assessment of student satisfaction. Data on the optional assessment of graduate students is provided for four universities. Also included are the results of a student remediation survey conducted for 1995-96 activity. Appendixes include a state regents assessment policy statement and a copy of the remediation survey instrument. (CH)

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Oklahoma State System
of
Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

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Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

1995-96

The following third annual report on student assessment in The Oklahoma State System of Higher Education is presented as required by the State Regents' *"Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability"* (II-2-117) (Attachment A). Executive summaries of the detailed reports submitted by each institution are provided as an overview of the 1995-96 academic year's assessment activities.

The results of the Student Remediation Survey are included in this report. The tables describe the 1995-96 activity and comparisons with past fall semesters.

BACKGROUND:

Oklahoma legislation passed in 1991 paved the way for the development of a statewide assessment plan by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. After a year of research and discussion, a joint committee of institutional representatives working with State Regents' staff developed the State Regents' Student Assessment Policy. The Council on Instruction, Council on Student Affairs, and the Council of Presidents unanimously endorsed the assessment policy, which was adopted by the State Regents in October 1991.

The purpose of assessment is to maximize student success. The assessment plan requires the systematic collection, interpretation, and use of information about student learning/achievement to improve instruction. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

The policy is designed so that the results of the assessment efforts will contribute to the institution's strategic planning, budgetary decision-making, institutional marketing, and improving the quality of student services. The student assessment policy is not designed to usurp faculty responsibility in the classroom, to be a burden or hurdle for students, or to generate bureaucratic busywork. Rather, the policy is a proactive, comprehensive assessment program which addresses institutional quality and curricular cohesiveness.

Each institution must assess students at four levels (Graduate student assessment is optional.):

Entry-Level Assessment and Placement - to determine academic preparation and course placement;

Mid-Level Assessment - to determine general education competencies in reading, writing, mathematics, and critical thinking;

Program Outcomes (Exit-Level) Assessment - to evaluate the outcomes in the student's major;

Assessment of Student Satisfaction - to ascertain the students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc., and

Graduate Student Assessment - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.

Institutions must submit an annual assessment report to the State Regents which describes the assessment efforts at each of these levels. Information on the number of students assessed, the results of the assessment, and detailed plans for any instructional changes due to the assessment results are to be provided in the report.

ENTRY-LEVEL ASSESSMENT AND PLACEMENT:

The purpose of entry-level assessment is to assist institutional faculty and advisors in making course placement decisions that will give students the best possible chance of academic success. Prior to fall 1994, institutions developed their own criteria within the State Regents' policy guidelines for placing students in remedial or college-level courses. Beginning fall 1994, institutions were required to use the ACT score of 19 in the subject areas of English, mathematics, science, and reading as the "first-cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more of the subject areas are enrolled mandatorily in remedial courses. These courses are below college-level and do not count toward degree requirements. A supplementary fee for these courses is intended to address the rising cost of "re-teaching" high school level material. The Student Remediation Survey section of this report describes in detail the remedial activity in The Oklahoma State System of Higher Education.

Although all institutions are currently using the ACT as the first entry-level assessment, the testing instruments used for secondary testing vary. Commonly selected commercial instruments include the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), the Accuplacer Computerized Placement Test (CPT), ACT Computer-Adaptive Placement Assessment (COMPASS), and the Nelson-Denny Reading Test. Institutionally developed writing and mathematics tests, as well as a predictive, statistical model are also used.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track the students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are increasingly collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, and learning centers, which are intended to make initial experiences in college positive and successful.

MID-LEVEL ASSESSMENT:

Mid-level assessment is designed to assess the basic skills competencies gained by students in the college general education program. Institutions are required to assess students in the areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after the completion of 45 semester hours and prior to the completion of 70 semester hours. For associate degree programs, mid-level assessment may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program after students have had sufficient time to develop their basic skills.

The mid-level assessment is accomplished with a combination of locally developed and standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Riverside College Base Academic Subjects Examination (BASE), the California Achievement Test (CAT), and the Test of Adult Basic Education (TABE). The nationally validated instruments are useful in that they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas. More qualitative assessments, such as portfolio assessments, are also being piloted by institutions.

Assessments at the mid-level and in the major academic program have provided important information to institutions about the degree to which their programs have facilitated student achievement of the desired knowledge and competencies. The results yielded from this process have led some institutions to redesign their general education programs. Both the types of courses and the way in which the courses are delivered have been examined closely.

PROGRAM OUTCOMES (EXIT-LEVEL) ASSESSMENT:

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments which supply normative data. The instrument selected should measure the skills and abilities specific to the program and to higher level thinking skills. Results are used to revise the curricula.

Program outcomes assessment methods used by State System institutions are diverse. Faculty members in each academic program or major field of study are responsible for developing their own method of assessing to what degree students meet the stated program goals and objectives. Assessments include structured exit interviews, the Educational Testing Service's (ETS) Major Field Assessment Tests (MFAT), national graduate school admission exams (GRE, MCAT, GMAT), the ACT College Outcome Measured Program (COMP), senior projects, portfolios, recitals, national and state competency/certification/licensing exams, internships, capstone courses, theses, transfer GPAs, and job placement.

ASSESSMENT OF STUDENT SATISFACTION:

Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services, because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, focus groups, etc. The resulting data are used to provide feedback for the improvement of programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, classroom facilities, libraries, and other services.

Common areas of dissatisfaction were food services and parking. Changes have been instituted as the result of this student feedback.

Nationally standardized surveys are used most often, but institutionally developed surveys are administered at some colleges and universities. Students are often surveyed at entry, during their college experience, and after they graduate. Many institutions also survey withdrawing students. The ACT Student Opinion Survey (SOS) is the most commonly used instrument. Others include the Noel-Levitz Student Satisfaction Inventory (SSI), the ACT Alumni Survey, the ACT Withdrawing or Non-returning Student Survey, and the College Student Experiences Questionnaire (CSEQ).

GRADUATE STUDENT ASSESSMENT:

Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. Four universities opted to provide early summaries of graduate student assessment activities which included licensure and certification exams, portfolios, interviews, surveys, and the ETS Graduate Program Self Assessment.

CONCLUSION:

Student assessment in The Oklahoma State System of Higher Education is defined as:

> *"A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements"* (II-2-117).

As evidenced by the institutional reports, the two major objectives of student assessment – to improve programs and to provide public accountability – are being achieved by Oklahoma's colleges and universities. As institutional implementation has evolved since 1992, continued enhancements and improvements have been documented.

The *process* of student assessment is as important as the outcomes generated. By establishing a process to assess students, institutions have learned valuable information about their students and programs. To assess the degree to which students are meeting the goals and outcomes of a program, an institution must first define the goals and desired outcomes. Institutions have used assessment tools to measure value-added gains; that is, the skill improvement that can be directly attributed to the institution. For example, institutions found, by testing first-time entering freshmen and then retesting these students after they completed the general education requirements, that the general education curriculum improved the level of competency of their students.

INSTITUTIONAL SUMMARIES:

All institutions in the State System were required to submit an annual assessment report. The following executive summaries are intended to provide an overview and highlights of the assessment activities at colleges and universities in the State System.

Annual Student Assessment Report

Institutional Summaries

January 24, 1997

University of Oklahoma

This third annual assessment report of the University of Oklahoma (OU), covers the 1995-96 academic year. This report is the result of efforts by faculty and staff of the Norman campus and the Health Sciences Center (OUHSC) to evaluate the success of undergraduate students and the quality of the academic and support programs.

Entry-Level Assessment:

The Assessment and Learning Center assesses the academic background and skill levels of all students enrolling in courses at OU. Students scoring below the designated ACT or SAT cutscores are evaluated further to determine appropriate course placement. Secondary assessment is accomplished using one or more of the following tests: ACT Computer-Adaptive Placement and Support System (COMPASS) test; the Writing Sample; and the Calculus Curriculum-Oriented Mathematics Placement for Academic Success (Calculus COMPAS). The Writing Sample and Calculus COMPAS are both locally developed instruments.

Data collected over the past four years showed continued improvements in both the academic preparedness and performance of new students admitted to the Norman campus. Enhanced academic preparedness is shown by increases in average ACT scores and the number of national scholars. The average composite ACT score for new freshmen increased from 23.1 in fall 1990 to 24.0 in fall 1995, placing OU fourth among Big Eight Universities. The average SAT score also increased, from 1066 in fall 1994 to 1095 in fall 1995. The number of national scholars increased from 91 in fall 1991 to 245 in fall 1995.

Fall 1995 saw a decrease in the percentage of new freshmen requiring remediation in mathematics and reading, and an increase in the percentage requiring remediation in English. In fall 1995, 20 percent of first-time freshmen required remediation in mathematics, compared with 25.4 percent in the fall of 1992, and 24 percent in fall 1994. In fall 1995, 65 percent of the first-time freshmen enrolled in remedial mathematics passed the course, compared with 40 percent in fall 1992 and 63 percent in fall 1994. The percentage of first-time freshmen requiring remediation in reading decreased to 3.6 percent in fall 1995, compared with 4.5 percent in fall 1992 and 5.3 percent in fall 1994. At the same time, the percentage of first-time freshmen requiring remediation in English increased to 3.3 percent in fall 1995, compared with 1.9 percent in fall 1992 and 2.6 percent in fall 1994.

These data are consistent with the hypothesis that most new freshmen have the ability to be successful at OU, but that many may have avoided difficult courses during their senior year of high school, resulting in poor performance on the assessment tests. These data, if confirmed, would lead to the conclusion that students preparing to attend college should be required to complete four years of mathematics in high school and be encouraged to take a more rigorous course load during their senior year in order to maintain their academic skills at the high level required for college success.

The increase in academic performance is reflected in improved college GPAs and retention rates of students enrolling at OU. The average GPA of first-time freshmen in freshman mathematics courses increased to 2.5 in 1995-96, from 2.26 in 1989-90, the year before the implementation of mandatory assessment in mathematics. The average GPA of all first-time freshmen increased from 2.50 in 1990-91 to 2.72 in 1995-96.

The freshman-to-sophomore-year retention rate of 78.7 percent for the 1994 cohort was the highest in the past decade. The freshman-to-junior-year retention rate of 68.2 percent was also the highest in the past decade.

Although student retention rate is strongly correlated with ACT scores, OU's data continue to show an improvement in student performance across all categories of ACT and high school GPA. These results indicate effective use of assessment and programs such as course placement, academic advising for freshmen, University College's Counseling and Advising for Retention Effectiveness (CARE) program, an admissions contract for alternatively admitted students, and freshman orientation courses.

The University College developed the (CARE) program and the admissions contract for alternatively admitted students. Students who sign the admissions contract agree to participate in various services, programs, classes, and advising which are designed to help students be successful academically. A study to evaluate the effectiveness of these programs indicated that the CARE program and the admissions contracts are both effective. Results showed that overall 26 percent of the new freshmen in 1990 made below a 2.0 GPA their first year compared to 19 percent in 1995. The freshmen in 1990 made a 2.5 GPA their first year as compared to a 2.72 GPA for all new freshmen in 1995.

Mid-Level Assessment:

Data collected as part of the OU cohort study of new students and an assessment of the second semester freshman composition course indicated that the OU General Education program contributes to student academic gain and improved behaviors. The students followed as part of a linear cohort study from their freshman to their senior years showed improved ability to write as well as an increased confidence in their ability to write. They also showed significant increases in scientific literacy and overall critical thinking ability in the sciences. The results from this year's survey of student satisfaction indicated that students are evenly divided as to their perception that general education courses were interesting and capable of broadening their interests. The first assessment of the effectiveness of English composition courses to improve writing, demonstrated that students gained significantly in their ability to write argumentative essays.

Program Outcomes Assessment:

Since first initiated at OU in January 1992, program outcomes assessment has been fully implemented in nearly all academic units. Academic units generally find that their students are successfully meeting the academic goals set by the program faculty. The information from the outcomes assessment continues to provide the faculty with rich and useful data about the effectiveness of their undergraduate degree programs. The faculty is using the information constructively to make improvements in course content, curriculum design, and teaching methods.

Faculty from the Aerospace and Mechanical Engineering program found that class size was detracting from the quality of the students experience in the capstone course. Assessment information indicated that 40 students working on ten different projects were too many for one instructor to give the necessary guidance. Recommendations included reducing the student to faculty ratio of the Design Practicum to ensure continuous program success.

The Department of Communication found that some students were taking fewer substantive courses in communication than was previously realized. The department has begun to draft a new set of requirements that will permit flexibility, but that will also ensure that each student's program includes at least 15 hours of substantive work in communication.

The School of Music reported that recital tape assessment, exit interviews, and alumni surveys kept the School aware of the program's effectiveness. The blind assessments of senior recital tape recordings by faculty at peer institutions indicated that the program is doing a good job in preparing above-average to highly talented students for performance. The school also noted an increase in the level of student achievement as measured by the high percentage of acceptances at graduate schools, as well as juried invitations to perform at national conferences of the leading music organizations.

Because of turnover in assessment liaisons, a series of workshops was held during the 1995-96 academic year. Those workshops were designed to provide assistance to faculty who are new to the assessment process and to offer opportunities for all departmental assessment liaisons to exchange ideas about ways to assess program outcomes more effectively. Similar efforts are planned for 1996-97 to provide continued support to the faculty as they further develop assessment activities.

Student Satisfaction Assessment:

Analysis of the annual ACT Student Opinion Survey (SOS) revealed the following major findings on the Norman campus.

Student satisfaction at OU is slightly lower than the national norms; however, it has increased from 67 percent in 1992-93 to 77 percent satisfaction in 1995-96. The areas of most student satisfaction in 1996 (70 percent or greater) are: recreational services, library services, tutorial services, credit-by-examination programs, cultural programs, condition of buildings and grounds, the college in general, athletic facilities, classroom facilities, variety of courses, course content, and study areas.

Some of the areas of greatest student dissatisfaction in 1996 (20 percent or greater) include: parking facilities, day care facilities, student insurance, student employment, health services, job placement services, financial aid, course availability, use of student activity fees, residence hall rules and regulations, racial harmony, concern for the student as an individual, student voice in college policies, and availability of financial aid information prior to enrollment.

The areas showing the most improvement in student satisfaction over the past three years were student health services, athletic facilities, availability of student housing, laboratory facilities, and financial aid services. The areas showing the greatest decreases in student satisfaction over the past three years were veterans' services, credit-by-examination programs, residence hall rules and regulations, course content, rules governing student conduct, and security and safety.

Student satisfaction at the OUHSC as measured by the SOS is equal to national norms. The areas showing the highest levels of student satisfaction are: library services, credit-by-examination programs, personal counseling services, day care services, the college in general, variety of courses offered, availability of instructors, and rules governing conduct. Areas showing the highest levels of student dissatisfaction are: parking facilities, food services, student insurance, use of student activity fees, athletic facilities, flexibility to design own program, study areas, availability of student housing, and student union.

The areas showing the most improvement in student satisfaction over the past three years were college tutorial services, job placement services, student health services, honors program, and academic advising. The areas showing the greatest decreases in student satisfaction over the past three years were parking facilities, student employment services, food services, and computer services.

Administration:

The Norman Campus Provost and the Health Sciences Center Provost are ultimately responsible for the assessment of program outcomes and student satisfaction at their respective campuses. The overall administrative responsibility for entry-level and general education assessment resides with the Norman Campus Provost. Responsibility and university-wide coordination of entry-level assessment exist primarily with the Associate Provost for Undergraduate Education and Programs and the Coordinator of the Assessment and Learning Center. The campus assessment director is responsible for coordination of all other campus-wide assessment activities. The contributions of individual faculty members and departments are fundamental to the success of the University of Oklahoma's assessment process. Faculty members and departments define and administer the program outcomes assessment of their respective academic units, validate entry-level assessment tools, and serve on the university-wide General Education Committee.

Oklahoma State University

In response to the State Regents' requirements, Oklahoma State University (OSU) began developing an institutional assessment plan in 1991. The assessment plan was formulated to: (1) provide a basis for making program improvements; (2) provide a means of public assurance of program quality and accountability; and (3) provide a basis for a periodic report documenting progress toward meeting instructional, institutional, and programmatic objectives. The institutional assessment plan was amended in February 1994 primarily to allow for the adoption of a locally-developed entry-level assessment model developed by the Office of University Assessment (OUA).

Entry-Level Assessment:

The role of entry level assessment is the identification, development, and implementation of more effective methods for placing entering students in coursework that will give them the greatest probability of academic success. Basic academic skills are assessed through use of ACT subject scores, the ACT Computer-Adaptive Placement and Support System (COMPASS) test, and the locally-developed Entry-Level Placement Analysis (ELPA),

The ELPA is a predictive, statistical model which makes use of existing data on students, such as the ACT scores, high school grade point averages, and high school class size, to assist in student course placement. All admitted students' records are subjected to review using ELPA. Furthermore, ELPA is used as a second level of assessment to determine readiness for college level course work, with the first level being the ACT subject scores.

For the fall 1995 semester, 3,421 students were assessed for entry-level placement. Of those students, 1,122 had at least one ACT subject score below 19 and required some form of additional skill development or testing prior to ELPA analysis. After ELPA analysis, the number of students who required additional skill development or secondary placement testing decreased to 835.

The COMPASS was administered in the areas of mathematics, English, science, and reading. During the fall 1995 semester, 145 COMPASS mathematics tests were administered with 80 percent indicating a need for remedial mathematics. Eighty-seven COMPASS reading tests were administered with 30 percent indicating a need for remedial reading. Of the 55 COMPASS science reasoning tests administered, 87 percent indicated a need for remedial science. Only six COMPASS English tests were administered, of which 33 percent indicated a need for remedial English.

Mid-Level Assessment:

The OSU Assessment Council determined that the most appropriate assessment at the mid-level was to establish whether or not students were involved in writing across the curriculum. Based on the first-year mid-level results, it was determined that standardized tests designed to measure academic growth or attainment provided no new information over and above ACT scores and high school records. Therefore, locally-designed studies were implemented. These studies included a survey of all entering freshmen for fall semester 1994, an ethnographic study of the OSU freshman composition program (including ESL Composition), a survey of course syllabi for OSU general education courses, extended interviews of students enrolled in Composition II, an ethnographic study of the OSU Writing Center, and collections of student writing samples.

Now in its second year of study, the Mid-level Writing Assessment project continued its research into the quality of the teaching and learning of writing. To date, results of the follow-up survey of all 1994 entering freshmen are being compiled. Follow-up telephone interviews of students in the initial cohort are being conducted. Longitudinal interviews with students initially enrolled in English Composition II during the spring 1995 semester are being conducted. Written reports of studies of English Composition I and II conducted during the first year of the project are being completed, and initial planning for Writing Across the Curriculum has begun. In the coming years, OSU will continue to actively seek additional ways to expand effective mid-level assessment.

Program Outcomes Assessment:

A component of OSU's comprehensive assessment program includes individual departmental assessment. The College of Business Administration and each academic department developed and implemented individualized outcomes assessment models designed to help document achievements and make program and curriculum decisions based on student and departmental needs. Each department employed multiple assessment methods to evaluate the appropriateness of its departmental outcomes and students' success in achieving those outcomes.

New courses have been added and existing courses have been modified to reflect professional and workplace needs reported by alumni. Writing components have been upgraded to improve the communications skills of the students. More classroom discussion has been added. Lab equipment has been upgraded and a new lab manual has been written. Faculty members have attended computer and multi-media training classes in order to upgrade their presentation of material. Individual faculty members have agreed to increase their accessibility to students. Sessions devoted to resume writing and career planning have begun. Steps to bring more recruiters to campus to view student expertise have been implemented. Hiring decisions have been influenced by reported student and alumni needs.

Student Satisfaction Assessment:

In the 1995 spring semester, the OUA conducted a study to measure student satisfaction using the Noel-Levitz Student Satisfaction Inventory (SSI). Among student concerns were the use of student activity fees, financial aid, and procedures to deal with student complaints. In order to gain a greater understanding of student attitudes and criticisms in these areas, the OUA funded the Focus Group Study during the 1995-96 fiscal year. This study was composed of a series of tightly-structured in-depth interview sessions with students. In the 1996 spring semester, the SSI was again administered by mail to a random sample of students. OSU ratings were generally consistent with those provided by students from across the nation. When asked to rate OSU for overall satisfaction, students gave the institution a rating of 5.34 on a 7-point Likert scale, higher than the national rating of 5.00. The 1996 SSI highlighted several positive factors. Students generally felt that there is a commitment to academic excellence at OSU, and they are able to grow intellectually on campus. They were satisfied with the staff of the library, the bookstore, financial aid, admissions, and academic advising. Students felt confident of their personal safety on campus, and they had a sense of pride in the campus. However, they were concerned with the quality of instruction, perceiving graduate teaching assistants as less competent in the classroom than faculty members. As was the case nationally, they were critical of the amount of student parking space available. They questioned the use of student activity fees and complained of the lack of channels through which to present their grievances and questions. To learn whether some of the lower ratings were the result of genuine problems, lack of communication, or misperceptions, the OUA is currently designing a follow-up survey targeting these particular points. The follow-up survey was administered in the fall 1996 semester.

Some of the locally-designed items added to the standard SSI were intended to assess student satisfaction with OSU's response to the needs of target populations, or to assess and aid planning for such recent initiatives as the expanded weekend/evening course offerings. Future SSI surveys should provide a truer indication of student satisfaction with these initiatives as well as improvement of problem areas.

The ACT Alumni Outcomes Survey was administered in the spring 1996 semester and relates to assessment of student satisfaction. Three thousand copies of the instrument were mailed to alumni who had graduated three, five, or ten years previously. The items gathered information on the individual's background, employment history and experiences, educational outcomes, educational experiences, and participation in activities and organizations. The respondents were asked to rank skills and statements according to importance and then to rate various aspects of OSU's educational, administrative, and campus environment.

The respondents generally gave OSU a positive rating. When asked to rank and rate nineteen skills related to educational outcomes, alumni ranked lowest those skills associated with understanding the arts, music, literature, environmental issues, international issues, and cultural and ethnic differences among people, and judged OSU's impact minor. However, alumni ranked skills in effective verbal and written communication third and first in importance, and rated OSU's impact highest in the latter. In educational experiences, they rated OSU below average only on the cost of attendance, perceiving it to have been somewhat expensive. On issues associated with OSU's administrative and academic environment, they awarded a positive rating on all thirteen items. They gave highest ratings to the variety of courses offered, overall quality of instruction, general condition of buildings and grounds, and quality of the program in major/field. Eleven statements on attitudes of faculty, staff, and administrators received positive ratings. A total of 79.8 percent agreed or strongly agreed that the institution encouraged and supported academic success; only 5.4 percent expressed disagreement. When asked to rate services on campus, only one, career planning and placement, received a less than satisfactory rating. However, 76.5 percent of the alumni respondents reported that they were satisfied or very satisfied with Edmon Low Library, the most heavily used service.

Three items demonstrated the respondents' overall impression of their experiences at OSU. When asked if they would repeat their university career at the institution, a total of 84.4 percent said that they would. When alumni were requested to rate OSU, 45.3 percent judged it good, while 40.1 percent evaluated it as excellent. Finally, 28.9 percent said that they would recommend the institution to prospective students with some reservations, but 66.8 percent said they would recommend OSU without reservations.

Administration:

Assessment activities at OSU are the administrative responsibility of the Executive Vice-President. During the 1995-96 fiscal year the Office of University Assessment was down-sized in response to a clearer understanding of the role of the office and the focus and scope of assessment activities. Currently, the staff consists of a Manager of University Assessment, a staff assistant, a secretary, and a research associate who is responsible for refining the ELPA system. The manager and staff coordinate all assessment activity under the direction of the Executive Vice-President with the assistance of the OSU Assessment Council. The fourteen-member council includes a cross-section of faculty and administrators as well as a student government representative.

University of Central Oklahoma

Since October 1990, the assessment effort has taken a formal role at the University of Central Oklahoma (UCO). Faculty, students, and administrators take an active role in assessing the campus services and academic programs. The Assessment Advisory Committee, chaired by the Director of Institutional Assessment, includes representatives from academic and service departments, and oversees the design and implementation of campus assessment policies and procedures.

Entry-Level Assessment:

The entry-level procedure for assessing students' basic skills competencies focuses on student ability to succeed. Assessment of entering students is a cooperative action involving the Offices of Admissions, Assessment Testing through the Learning Resource Center, Academic Advising, and Rose State College educational agreement on remediation.

Assessment of undergraduate students admitted to UCO is a three-step process. First, an admission officer assesses the student's application documents for admissibility and identifies curricular or performance deficiencies that may exist. First-time freshman, adult admission, and transfer students' files are evaluated to determine if secondary testing is necessary for placement. Students with less than 19 in any of the subjects areas on the ACT are required to complete secondary testing. The Accuplacer Computerized Placement Test (CPT) is used as the secondary test instrument and is administered in the Learning Resource Center. The final step of entry-level assessment is the explanation of the test results. Students meet with academic advisors and discuss the mandatory placement and remediation options as indicated by the assessment scores. Rose State College (RSC) offers remedial courses on the UCO campus through an education agreement between the two institutions. RSC provides a part-time admission officer/advisor to assist students on the UCO campus.

A computerized student tracking system was implemented in fall 1994. The system is used to communicate, among admission officers, assessment staff, and academic advisors student status regarding placement decisions, methods of remediation (ACT, secondary test, or course), and academic records (test scores, transcripts, admission information). This system has proven invaluable in maintaining consistent communication of students' status in the assessment process. Policy changes impacting student assessment are updated on the tracking system.

The Learning Resource Center houses the secondary testing service and academic support services which are designed to assist students in developing basic skills. A variety of academic support services focusing on foundation courses are available through the center. Students needing academic support beyond the general education curriculum are referred to other support centers on campus.

Mid-Level Assessment:

The university has been revamping the general education curriculum to better prepare students for their major courses and to address the State Regents' policy. While the faculty committee has focused on designing the new general education curriculum, the assessment program has incorporated course-embedded methods in many of the foundation courses. Assessment procedures are defined in each of the English, History, Political Science, Chemistry, and Biology departments. Instruments include locally developed pre-/post-tests, commercial pre-/post-tests, commercial standardized tests, and evaluation of global issue essays. In addition to the course-embedded procedures, external assessors evaluated student performance in the College of Liberal Arts Student Symposium. The evaluations focused on general education criteria with an emphasis on student skills in communication and analysis.

A committee of faculty members with general education teaching responsibilities studied options to integrate the effective components of the existing course-embedded practices with a more comprehensive assessment of the general education curriculum. Some major concerns regarding general education assessment were identified. Students do not always complete foundation courses that the faculty view as critical for the students to perform effectively in the major courses. Some students apply general education courses completed decades ago toward their degree, while others spread their general education courses throughout their baccalaureate curriculum. Also, many students at UCO tend to transfer some of their general education credits. These variables alone make valid assessment of general education difficult. The faculty committee is considering setting requirements for students to complete certain general education courses early in their academic career.

Program Outcomes Assessment:

Faculty committees have designed and implemented assessment practices in the academic programs. Survey instruments are widely used in the four academic colleges. The College of Education effectively uses survey forms in the student teaching and entry-year teaching experience. Other departments have designed and piloted alumni surveys. In addition, the University Graduating Student Survey (GSS) is used by departments to collect feedback on academic programs. Departments are using portfolios designed for their specific programs. This has proven desirable for the departments requiring flexibility in design due to a diverse population.

Standardized test instruments are also used for knowledge-based assessment. The College of Business Administration administers the Major Field Achievement test (MFAT) to seniors in the capstone course. Chemistry, Psychology, and Sociology have also administered the MFAT. Various other departments have selected commercial test instruments or have developed their own assessment measures. A method of analyzing the Oklahoma Teacher Curriculum Examination results and students' performance was piloted and will be reviewed for its effectiveness. Many programs have proposed a capstone course for seniors. The capstone would not only integrate the curriculum, but also provide an avenue for assessment.

Assessment is an integral part of departmental program reviews. A number of departments are interested in having external reviewers interact with faculty and student groups, and review curriculum designs and student samples as an assessment of the curriculum effectiveness.

Student Satisfaction Assessment:

Student satisfaction with academic programs and campus facilities and services is measured with three instruments: the Graduating Student Survey (GSS), the Student Opinion Survey (SOS), and department/program opinion surveys.

The GSS is included in the application for graduation packet. Ninety percent of the students who completed the survey between February 1996 and October 1996 indicated that UCO had provided a high quality education. Ninety-two percent would recommend UCO to a friend. Questions related to employment indicate that 40 percent of the respondents are not currently working in their chosen career, 45 percent are currently looking for a job, and 63 percent are either currently have or will be starting a new job that is somewhat related to their major field of study.

The SOS is distributed in the fall semesters to a random sampling of students by course sections based on college, time and day of classes, and course level. A locally developed instrument and the SOS are administered on alternating years. The SOS was administered in fall 1995. Approximately 1,056 surveys were distributed and 752, or 71 percent, were completed and returned. Of the students responding to the survey, 84.9 percent agreed that UCO provides a quality educational program and 85.4 percent said that they would recommend UCO to a friend.

Most of the departments collected information from recent graduates and alumni regarding the effectiveness of the UCO academic programs in preparation for employment. Return rates for small programs have been a problem. Currently, the Office of Institutional Assessment is working with the UCO Alumni Office on a UCO graduate tracking system.

Graduate Student Assessment:

Some of the procedures that departments are currently using include alumni surveys, student performance on external measures (e.g., licensure and certification exams), portfolios, student interviews, admission essays, comprehensive examinations, performance checklists, and theses. Assessment procedures have been incorporated in field experiences such as internships, practica, and student teaching. Comprehensive examinations are used in some programs to measure the common curriculum objectives. Graduate programs strive to keep communication open with alumni through newsletters and surveys.

Administration:

The Office of Academic Affairs is responsible for the assessment program which is coordinated by the Director of Institutional Assessment and Academic Support Services. A standing University Assessment Advisory Board, composed of faculty, administrators, and students monitors the assessment program. University administrators, admission officers, academic advisors, and faculty assist in the planning and implementation of the program.

East Central University

During the 1995-96 academic year, East Central University (ECU) continued to evaluate the data collected from the assessment process. In accordance with ECU's assessment plan, the university conducted entry-level, mid-level, program outcomes, student satisfaction, and graduate program assessment. Entry-level assessment involved mandatory testing and placement for first-time freshman students. Mid-level (general education) assessment reached a new level of implementation with the addition of student focus groups used to evaluate progress toward the attainment of student outcomes for English and mathematics. Departments completed their third year of annual assessment reports for all academic programs and have continued to discover the areas of the plans that are successful. ECU evaluated the data collected as part of student satisfaction assessment and continued to survey current and former students regarding their satisfaction with the ranges of programs and services offered by ECU.

Entry-Level Assessment:

All first-time entering freshman were required to participate in entry-level assessment, regardless of ACT subject scores. Each student took the Sentence Skills, Elementary Algebra, and Reading Comprehension modules of the ETS Computerized Placement Tests (CPT). Students scoring less than 19 in Science Reasoning on the ACT were required to take a science placement test. Students whose ACT subject scores fell below 19 and who scored below the cutscores for the placement tests were required to enroll in and pass remedial courses before they could enroll in college-level courses in each subject area.

The ECU Assessment Center tracked the students tested and analyzed the data from 610 students. This research indicated that entry-level assessment effectively identified those students with academic skills deficiencies and provided more evidence on the effectiveness of the remedial courses. The data indicated that remediation efforts in English continue to be successful. Remediation in mathematics and reading did improve student skills, but students who pass these remedial courses did not perform at the same level as their counterparts who were not required to take remedial courses. Science remediation was not successful in preparing most of these students for the college-level science courses, but showed some success in preparing these students for general education science courses such as General Biology.

Plans for instructional changes resulted from the Assessment Center's study of student success in remedial and subsequent college-level courses. The mathematics faculty has agreed upon a standardized syllabus with common exams for all sections. Analysis of student behavior has indicated that students who complete remedial mathematics courses may be reluctant to enroll in college-level mathematics courses. Advisors will begin to encourage students who want to "stop-out" of the mathematics sequence to enroll in college-level mathematics. Students with reading performance deficiencies who complete their remedial reading course will be encouraged to enroll in Reading Improvement, a college-level reading course designed to further improve reading skills. To ensure that students have the skills necessary to successfully remediate science deficiencies, ECU is exploring implementation of a policy that would require students to remediate all other skill deficiencies before allowing them to take science courses. The ECU Assessment Center will monitor the success of these efforts.

Mid-Level Assessment:

Students with 45 or more semester hours who began as freshman or transfer students without associate degrees were asked to participate in mid-level assessment. In the fall 1995 semester, 282 students took the long form of the College Base Academic Subjects Examination (BASE). During the spring 1996 semester, 165 students took the exam. The students tested during the fall semester had an average composite score of 281, while the students tested during the spring semester had an average composite score of 287. To obtain current peer institution data, the Center for Educational Assessment at the University of Missouri-Columbia picked five institutions who used the BASE long form and who had similar characteristics to ECU. The results of the 1995-96 testing indicated that ECU students tested during the spring semester performed at or above the peer group average on all major sections of the exam. This same group exceeded the peer group's average on science and social studies by 25 and 17 points, respectively. These are significant differences. The same group of students exceeded the peer group's average for mathematics and English by ten and seven point respectively. While the students tested during the fall semester did not perform as well, they still exceeded the peer group's average scores by 11 points for science and eight points for social studies. While ECU students perform relatively well compared to the peer group, student motivation to do well is a continuing problem and many students still fail to treat the exam seriously.

Students are now required to take a general education capstone course to complete their general education requirements. The capstone course will require the demonstration of critical thinking skills as well as writing and speaking skills. In addition, students completing the capstone course will be required to take the BASE exam and to present a portfolio for review by a faculty committee.

With the completion of general education curriculum and the development of general education student outcomes, ECU implemented a second phase of general education assessment. This phase involved using student focus groups to determine the extent to which student outcomes for English composition and general education mathematics were being met in these courses. Student responses indicated that student outcomes were being addressed. Student participants indicated that they had made significant progress toward the attainment of the outcomes.

Program Outcomes Assessment:

Program assessment took many forms with standardized testing playing a significant role in many programs' assessment plans. The Art, Biology, Psychology, and Social Work Departments have continued to use the Area Concentration Achievement Tests (ACAT) from Austin Peay State University. The Computer Science, Mathematics, and Physics Departments used ETS's Major Field Achievement Tests (MFAT) for program assessment. ECU has now administered the ACAT exams to 324 students and the MFAT to 376 students. Student scores have ranged as high as the 99th percentile while the average score for all groups tested was about the 50th percentile. Departments with education certification programs have continued to rely on the Oklahoma Teacher Certification Exams for program assessment. Since May 1992, over 1,045 undergraduate students have taken a certification exam with an average pass rate of 80 percent. Those students taking certification exams in early childhood education; health, physical education, and recreation; mathematics; and physics all had pass rates exceeding the ECU average pass rate while those students in home economics, music, and speech had 100 percent pass rates.

In addition to using these exams, departments have implemented capstone courses, set up systems for student portfolios, and used alumni and employer surveys to assess their majors. Some programs, such as Accounting, Business Administration, Education, Health Information Management, Nursing, and Social Work, sent surveys to employers of program graduates. The results of these surveys were shared with administrators, departmental faculty, and incorporated into the five-year program review documents. Program changes have been implemented in the curriculum, course content, the information provided to students by their academic advisors, and the software used in specific courses. Assessment has pointed out the need to emphasize cultural diversity education and communication skills.

Student Satisfaction Assessment:

ECU assessed student satisfaction with university academic program, rules and regulations, admission procedures, registration procedures, facilities, and services with survey instruments. ECU used the ACT Student Opinion Survey (SOS) to assess the satisfaction of currently enrolled students. Students from departments going through program reviews and a stratified random sample of all students were surveyed with a total of 260 students responding to the survey. Areas where a majority of the indicators exceeded the four-year public college norm were academic programs, admissions procedures, freshman orientation and enrollment, and university services. Areas where a majority of the indicators did not exceed the four-year public college norm were registration procedures and university facilities. Once the campus construction and remodeling programs are completed, student satisfaction with university facilities should improve.

A total of 622 ECU alumni has responded to the ACT Alumni Survey concerning their satisfaction with ECU's academic programs. Alumni satisfaction met or exceeded the four-year public college norm for contribution to personal growth in speaking, managing resources, working in groups, citizenship, applying mathematics, understanding different cultures, solving problems, environment, leadership, and logical reasoning. Alumni satisfaction did not equal the public college norm in such areas as working independently, independent learning, library use, and time management.

Graduate Student Assessment:

Graduate programs in reading, special education, and counseling have also relied on the teacher certification exams as a major component of their assessment plans. The average pass rate for these programs is 80 percent. Rehabilitation counseling has used the national certification test for Rehabilitation Counselors as part of their assessment of program graduates. The average pass rate for this program's graduates is 94 percent.

While standardized testing has been a major component of the graduate program assessment efforts at ECU, graduate programs have also developed local comprehensive exams, established systems for student portfolios, collected data from licensing and certification exams, and used alumni and employer surveys to asses their majors. In addition, ECU surveys graduate students upon graduation using ETS's Graduate Program Self Assessment. The results of the survey were shared with administrators, departmental faculty, and incorporated into the five-year program review documents.

Administration:

It is the responsibility of the Center for Assessment and Institutional Research to monitor the success of entry-level assessment. The Assessment Center conducts numerous studies which use student achievement as an indicator to evaluate the effectiveness of the assessment process. The Center makes recommendations to the Vice President for Academic Affairs concerning the effectiveness of the CPT cut scores. The Vice President for Academic Affairs, in consultation with the appropriate deans and departments, takes appropriate action based on the center's recommendations. The program outcomes assessment plans were developed by faculty in each degree program. These plans are composed of a program statement, program outcomes, student outcomes, criteria for analysis, and assessment instruments.

Northeastern State University

Northeastern State University (NSU) believes that the assessment process serves as the basis for program and curricular review and began development of an institutional assessment plan during the 1988-89 academic year. An assessment planning committee composed of faculty and staff spent 14 months finalizing an institutional assessment proposal. During the 1989-90 academic year, pilot investigations were conducted with entry-level and mid-level assessment instruments. During 1992, NSU refined and added to the original assessment plan, and added graduate level assessment in 1993. The assessment objectives remain consistent with the institutional mission of providing quality undergraduate education and graduate education in selected disciplines.

Entry-Level Assessment:

Effective spring 1992, all first-time freshmen were required to participate in English and mathematics placement examinations prior to enrolling. The English placement examination is the Test of Standard Written English (TSWE). The mathematics placement examination is the Basic Algebra Test (BAT). Because the Office of New Student Advisement gave the TSWE and the BAT tests to all prospective NSU students through the spring and summer of 1994, full implementation of ACT as the first cutscore began in spring 1995. Students scoring below 19 on the ACT subject test in reading are administered the Nelson-Denny Reading test. Students not performing at the 12th grade reading level are required to enroll in remedial reading.

During the fall 1995 semester, students who were enrolled in remedial mathematics demonstrated a pass rate of 51 percent. During this same semester, students who were enrolled in college-level mathematics showed a 48 percent pass rate. Students in remedial English and college-level English demonstrated pass rates of 63 percent and 77 percent, respectively. For spring 1996, the pass rates for remedial mathematics and college-level mathematics were 43 percent and 47 percent, respectively. Remedial English had a pass rate of 50 percent and college-level English had a pass rate of 70 percent for the spring semester. Students scoring below the designated cutscores for each test were required to participate in remediation before enrolling in college-level courses. Students who complete remedial English are retested using the TSWE. Students who do not score above the cutscore on the post-test are encouraged to participate in further remediation.

Each fall, NSU administers the Freshman Survey to students enrolled in freshman orientation classes. In fall 1995, 716 students responded to the survey. This survey provides useful demographic data of incoming freshmen and also measures student attitudes, values, and aspirations. When the NSU freshmen were compared to a national peer group, several differences were apparent. The results showed that NSU has one of the largest enrollments of Native American students, 28 percent compared with 3.2 percent for four-year colleges. Eighty percent of NSU's first-time freshmen live close to the campus as compared to 61.5 percent nationally. The availability of financial aid was listed by 37 percent of the students as being a reason for selecting NSU, as compared with 26.7 percent nationally. The results also showed that NSU's first-time freshmen were less prepared in foreign language, physical science, and art and music when compared to their national counterparts.

Mid-Level Assessment:

NSU utilizes the College Base Academic Subjects Examination (BASE) as the primary assessment instrument for general education. The BASE test is a criterion-referenced test that determines the degree to which student mastery of particular skills has been attained. A locally developed instrument is used to assess the content areas not measured on the BASE test: humanities, speech, and health/nutrition. NSU administers the test to students who have taken between 45 and 70 credit hours. Any student who has transferred six or more hours to NSU does not take the test.

In fall 1995, responses from 96 students resulted in 16 complete tests. Since students are only required to take subsets of sections or the writing sample, a complete BASE test required numerous student answer forms. The composite score of 279 for the test was approximately one standard deviation below the national mean performance of 300. The scores of 272 in English, 276 in mathematics, 274 in science, and 283 in social studies were all below the national mean. Locally developed mid-level assessment instruments were administered to measure health/nutrition, humanities and speech. Results from the fall 1995 and spring 1996 assessment periods showed that students scored 68 percent correct in health/nutrition. The students assessed in humanities scored approximately 47 percent correct and the speech students scored approximately 62 percent correct. The small number of students assessed at the mid-level and the subsequent effect on the generalizability of the results continue to be a problem.

Several institutional changes have been proposed in response to the mid-level assessment results. Units that offer general education courses were encouraged to reevaluate course objectives and to develop tests that would best measure these objectives. Meetings between the Office of the Vice President and the faculty were held to discuss the variance that exists between instructors and sections of the same offerings. Also, students must now meet the English proficiency in the first 60 hours of college work.

Program Outcomes Assessment:

The first step taken by NSU in program assessment was to prepare and update the objectives in all academic majors. The objectives were reviewed by the faculty in each discipline for consistency and format. During the 1992 fall term, outcomes assessment measures were in place for half of the majors in each college. During the 1995-96 academic year, the Assistant to the Vice President for Academic Affairs met with each of the assessment committees to review relevant test results and to have each committee set standards of student performance based upon criterion outcomes. Data are now being gathered using these criteria.

Several significant institutional changes have resulted from assessment in the academic major. The College of Education has introduced a computer course with two full-time faculty and a 30-station laboratory. Three areas of specialization in the Master of Science in College Teaching were changed as well. The College of Arts and Letters changed several options in the Bachelor of Arts in Education and the Bachelor of Arts in Art. The College of Business and Industry increased coursework requirements in Family and Consumer Science and changed core requirements in the Industrial Management option. It was approved to offer the Bachelor of Business Administration in International Business. The College of Mathematics, Science and Nursing deleted two courses in the Bachelor of Science in Chemistry degree and added one course reducing the number of required hours from 58 to 55. The College of Social and Behavioral Sciences has restructured the Master of Education in School Counseling and revised the Bachelor of Science in Allied Health Administration. The Department of Social Work revised the Bachelor of Science degree as well.

Student Satisfaction Assessment:

NSU utilizes the ACT Alumni Survey to collect feedback from its alumni. NSU alumni are surveyed either two or five years after they graduate. In fall 1995, 170 alumni responded to the survey. When compared to the national normative sample, the results showed that although significantly more NSU respondents planned to pursue a master's degree, a smaller percentage of respondents reported that they were well prepared to continue their education. Approximately 73 percent of NSU alumni respondents were employed full-time or continuing their education. Eighty percent of the NSU alumni respondents who were currently employed indicated that NSU prepared them adequately or very well for their present occupation, as compared to 73 percent nationally.

Every other year a standardized national assessment measure is administered to a representative sample of NSU students to determine their satisfaction with institutional effectiveness. During the even numbered years, the College Student Experiences Questionnaire (CSEQ) is administered and during the odd numbered years the Student Opinion Survey (SOS) is given. In spring 1996, 524 students responded to the CSEQ. The respondents were generally happy with their experiences at NSU. Over 85 percent of the respondents were full-time students and over 50 percent were utilizing some type of financial aid. The students were satisfied with class size, but were generally not satisfied with the availability of the courses. NSU has recently designated more commuter parking and operates a shuttle bus in an attempt to alleviate student dissatisfaction with commuter parking. The expansion of the week-end college format is also a result of student demand.

During the fall 1995 and spring 1996 semesters, 540 students responded to the senior survey. Results from this survey were compared to responses on the Freshman Survey. NSU seniors see themselves as being more academically able than they were as freshmen and as having increased their intellectual self-confidence and artistic and writing abilities. They see themselves as less popular than they were as freshmen, and they place less emphasis on money and authority, and more importance on social issues and the value of raising a family. They view faculty as fair, clear in regarding expectations and that they returned students' work properly.

Administration:

The Vice President for Academic Affairs has administrative responsibility for student assessment. Coordination of assessment activities is the responsibility of the Associate Vice President for Academic Affairs and the Director of Assessment. A General Education Assessment Task Force, composed primarily of general education faculty, has been formed to review and update general education objectives and review the general education assessment instruments. During the fall 1992 semester, a sub-committee was formed to assist in the development of a graduate level assessment plan. Assessment committees composed exclusively of faculty exist for every academic major field of study within each college. In many cases, these are the department curriculum committees as well. These committees review and update objectives associated with their respective fields of study. NSU feels that by communicating assessment results directly with the faculty and middle level administration, the academic circle becomes complete, and faculty generally use these data in meaningful curricular review.

Northwestern Oklahoma State University

The purpose of assessment at Northwestern Oklahoma State University (NWOSU) is to gather and disseminate information for the faculty and the administration to use in the evaluation of programs and policies. The goals of the assessment program are to (1) evaluate entering freshmen to determine their academic preparation and proper university placement; (2) identify the educational growth and development of the students at the end of their sophomore year; (3) evaluate graduating seniors to determine how well they meet the goals and objectives of their major fields of study; (4) determine the graduates' satisfaction and/or dissatisfaction with their undergraduate education; (5) quantify the educational accomplishments of the students; (6) determine the effectiveness of student services; (7) analyze the strengths and weaknesses of the curriculum; and (8) generate data for institutional program review.

Entry-Level Assessment:

As of December 1992, all incoming freshmen were required to take the ACT. The ACT Assessment of Skills for Successful Entry and Transfer (ASSET) test is used for adult students who do not have ACT scores and as a secondary placement instrument for incoming freshmen who have scores below 19 on ACT subject tests. First time freshmen who scored below 19 on any subject of the ACT are required to take the ASSET to determine placement in either remedial or entry level English, mathematics, and reading. Science placement is determined by a combination of the reading and mathematics ASSET scores. Students who score 18 or lower on the ACT science subject test are required to score 40 or better on the ASSET Reading Skills test and score 40 or better on the ASSET Intermediate Algebra test.

Of the students who took the ASSET, 45.6 percent were placed in remedial English, 64.9 percent in remedial reading, and 56.3 percent in remedial mathematics. ACT scores also serve as a baseline for determining academic gains as students progress through general education.

Mid-Level Assessment:

NWOSU utilizes the Riverside College Base Academic Subjects Examination (BASE) for mid-level assessment. In September 1995, 72 rising juniors and 215 freshmen were tested using the BASE. NWOSU tests both freshmen and rising juniors in order to develop institutional norms which will be used for later mid-level assessment. Results of the BASE showed that the composite score of 264 for the entire group was lower than the 1994-95 composite score of 279. The composite scores for both the freshmen and juniors were below the 1994-95 composite scores; 267 and 284, respectively, compared to 270 and 304 for 1994-95. The change in scores for the rising juniors represents a significant decrease. Significant decreases also occurred in the areas of English, mathematics, and science.

For purposes of the Northwestern University Comprehensive Assessment Program (NUCAP), the comparison of most interest is between the scores of the students who have completed the core requirements and those of the entering freshmen. Comparisons within the subject areas revealed significant improvements in science and social studies between the entering freshmen and the rising juniors. No other significant differences were found. The significant improvements indicate that there is a value-added component to completing the general education curriculum at NWOSU.

The NUCAP committee requested that Riverside conduct a comparison study between NWOSU rising juniors and nine other peer institutions. The mean composite score for the group of institutions was 286 compared to the NWOSU composite score of 284. This difference was not significant. No significant strengths or weaknesses were found in the individual subject areas of science, mathematics, and social studies. NWOSU's English score of 267 was significantly lower than the group English score of 286.

Program Outcomes Assessment:

In spring 1996, NWOSU initiated the assessment of program outcomes in most of the programs on campus. NWOSU utilized various assessment measures: locally developed assessment tests, results from the Oklahoma Teacher Certification test, the Object Mastery Report (OMR), Area Concentration Achievement Tests (ACAT) in various areas of studies, student portfolios, ETS Major Field Assessment Test (MFAT) exams in business, music, sociology and biology, senior projects, and GRE exams in biology and physics.

Specific results from assessment activities can been seen in the Business Department. This department uses the business MFAT. This exam measures overall performance in accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, and international issues. Results showed that NWOSU students scored above the 50th percentile in all areas except economics and finance. In the areas of management and marketing, NWOSU students scored above the 90th percentile.

The Nursing program utilized the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to evaluate its program. NWOSU students maintain a 92.1 percent pass rate for this exam. The program also uses the National League of Nursing (NLN) Comprehensive Nursing Achievement Test for Baccalaureate Nursing Students and the completion of a research project.

Student Satisfaction Assessment:

Student satisfaction is assessed through two surveys at NWOSU: the ACT Student Opinion Survey (SOS) and the ACT Alumni Survey.

The SOS was distributed to 100 students during the spring 1996 semester. Of these students, 25 were freshmen, 25 were sophomores, 25 were juniors, 24 were seniors and 1 was a graduate student. Results showed that 76 percent of the respondents entered NWOSU with the goal of achieving a bachelor's degree. Services that received the highest rating were class size, attitude of faculty, availability of advisor, value of the information provided by an advisor, and instruction in the major field. NWOSU satisfaction ratings on all of these service areas were significantly higher than the national norm. Service areas receiving the lowest satisfaction ratings were food services, parking facilities, purposes for which student activity fees are used, campus bookstore, and student union.

The ACT Alumni survey was distributed to 100 graduates randomly selected from the Alumni Foundation mailing list of 1993 graduates. A total of 35 surveys was returned. Services receiving the highest percentage of "very good" ratings were homecoming and publications. Alumni responded that their major source of funding while attending NWOSU was educational grants, scholarships and summer employment. Respondents also indicated that attending NWOSU contributed to their personal growth in the areas of learning on your own, using the library, and writing and speaking effectively.

Administration:

The NUCAP committee outlines the objectives of the general education curriculum and evaluates the mid-level assessment process designed to measure these objectives. Faculty coordinate departmental level program outcomes assessment. The individual departments are responsible for establishing program objectives, assembling appropriate assessment instruments, and recording student success. This program assessment process is coordinated through the academic deans and approved by the NUCAP committee.

Southeastern Oklahoma State University

The third annual assessment report covers the period of July 1, 1995 to June 30, 1996, and provides selected comparisons with earlier developmental assessment years at Southeastern Oklahoma State University (SEOSU). The first annual assessment report, submitted in July 1994, culminated five years of planning and implementation of assessment at the SEOSU campus. SEOSU initially began assessment planning in fall 1989, with the appointment of an ad hoc University Assessment Planning Committee. The first product of the committee was a Statement of Principles and Purposes of Assessment, which has continued to be the guiding framework for the development and implementation of SEOSU's assessment program. The Statement indicated that the purpose of assessment at SEOSU was to improve student academic achievement and student development. Four levels of assessment activities are outlined in SEOSU's Assessment Plan. The third annual report outlines progress related to the assessment of student academic achievement and student satisfaction.

Entry-Level Assessment:

Entry-level assessment and placement were implemented in the summer of 1991. This level of assessment requires newly admitted at-risk freshmen to participate in basic skills testing in the areas of mathematics, reading, writing, or science. Students can take the Computerized Placement Test (CPT) in English, mathematics, and reading or an institutionally developed test for science. Students who do not have adequate basic skills are required to enroll in remedial courses to develop proficiency in these areas.

Of the 599 first-time freshmen entering SEOSU during the 1995-96 academic year, 38 percent were required to participate in basic skills testing. After testing, 35 percent of the freshmen were required to enroll in one or more basic skills courses. This percentage is comparable to the percentages in the previous two years (37 percent and 41 percent respectively). Information presented in the report indicates that SEOSU has been effective in improving the retention of these at-risk freshmen. Other entry-level activities include Freshman Enrollment Clinics and a one semester extended orientation course which contains a variety of self-assessments. These self-assessments are designed to help students clarify their educational goals and sharpen their academically related skills in areas such as study strategies, test taking, and time management. These activities have made positive contributions toward the student retention at SEOSU.

To measure the effectiveness of instruction and the success of students who are required to enroll in remedial courses, a pre-test/post-test comparison was conducted. The data collected have been useful in pinpointing weaknesses in the curriculum so that adjustments can be made. Students made significant gains from the beginning of the semester to the end of the semester; however, further data indicate that students need support as they move into related college-level coursework. Comparisons of grades in college-level courses show that remedial students consistently have lower grades in college-level courses than students who were not required to take remedial courses. If this current trend of lower grades continues, three measures may need to be implemented. First, the CPT cutscores may need to be adjusted upward, particularly in the areas of mathematics and English. Second, the level of academic support for remedial students entering more advanced courses may need to be increased to ease transition. Third, remedial courses may need to be adjusted to better match the standards expected in the more advanced courses.

The Learning Resource and Retention Center (LRRC) was established in fall 1991 to support the assessment and development of basic skills in English, reading, and mathematics. The LRRC is also charged with the responsibility of providing underprepared students with the academic training necessary for college-level work. The LRRC provides teacher assistants, graduate assistants, tutoring services, audio-visual materials, computer tutorials, and the Learning Management System to support students enrolled in basic English, algebra, or reading.

Mid-Level Assessment:

Mid-level assessment activities provide information to the SEOSU faculty about the development of collegiate skills among juniors in the areas of mathematics, reading, writing, critical thinking, and science reasoning. Initially, four different mid-level tests were recommended for experimental use over a three-year period. These tests were the ACT Collegiate Assessment of Academic Proficiency (CAAP), the College Base Academic Subjects Examination (BASE), ETS's Academic Profile, and the ACT College Outcomes Measures Program (COMP).

About 600-700 juniors have been tested each academic year with these nationally standardized exams. Students are tested on the Mid-Level Assessment Day, or at a scheduled makeup day shortly thereafter. The students tested represent about 80 percent of all SEOSU juniors selected for mid-level assessment. This information shows that in some areas SEOSU juniors are slightly below juniors in other comparison groups; however, in seven areas measured by the BASE, SEOSU juniors are comparable with the norms of nine regional university peers. The interpretation of the mid-level assessment results is complicated by the fact that about 50 percent of SEOSU's juniors are transfer students, whereas only 30-35 percent of the juniors in comparison groups are considered to be transfer students. The information obtained from mid-level assessment was used to explore and make changes in SEOSU's general education program in the 1994-95 academic year.

It is expected that in the 1996-97 academic year, the Curriculum Committee, General Education Committee, and the University Assessment Committee will review the results of the data collected from the four standardized mid-level exams and make recommendations for instruction or curricular changes at SEOSU. In addition, it is anticipated that one of the four mid-level tests may be adopted for use each semester, perhaps with a local test.

Program Outcomes Assessment:

Program outcomes assessment activities measure the extent to which graduating students are meeting their stated program goals and objectives. SEOSU faculty are using a variety of instruments in this area of assessment. Comprehensive standardized examinations and locally developed comprehensive examinations are two of the most popular tools currently used by the faculty. Other outcomes measures include field experiences, internships, senior exhibits and recitals, capstone courses, and generic skills (senior) seminars. Results from these tests have led the faculty to make curricular changes in several instances in order to move academic programs closer to national standards.

Multiple assessment measures will be used in each major, and in some areas, specific assessment measures are being developed at the entry- and mid-level of the program. Performance in competitive regional and national competitions are measured for Debate and Theater students. English majors have been required to participate in mid-level major field assessment. These students are also required to pass the Writing and Reading Assessment Program and complete an interview with a faculty member.

During the 1995-96 academic year, 1,960 students were assessed at the program outcomes level. Several instructional and curricular changes have been made in the academic programs at SEOSU over the past few years. Examples of changes include: communication courses have been revised to strengthen specific student skills; formal summaries of student portfolios are being developed for Theater majors; the Business Education and the Office System Management programs have been revised to include 30 hours of business core curriculum; and admission standards have increased for the Master of Behavioral Studies program.

Student Satisfaction Assessment:

The assessment of student satisfaction has been an ongoing activity on the SEOSU campus since 1985. Initial efforts focused on the use of the ETS Programs Self-Assessment Service Surveys to collect information from juniors, seniors, and alumni, with reference to their particular field of study. More recently, periodic surveying has been conducted once each semester with graduating seniors, using the ACT Student Opinion Survey and the ACT College Outcomes Survey. Locally developed surveys have also been administered to juniors participating in mid-level assessment. In spring 1996, a local survey was administered to graduating master's students.

Student satisfaction ratings showed that SEOSU students feel very positive about their experiences on this campus and with the services provided by SEOSU offices. In many instances, SEOSU students gave significantly higher ratings than the norms of national user groups: academic advising, personal counseling services, career planning services, student employment services, financial aid, the honor's program, computer services, and veterans services. The following services were rated below the national average: recreational and intramural programs, college mass transit service, and daycare. When ranking the importance of educational outcomes, the SEOSU seniors reported that the most important outcomes were career, major field, or related to the development of cognitive skills. This type of surveying will be used as feedback to continue to enhance the quality of services offered by SEOSU.

Administration:

The University Assessment Committee has primary responsibility for monitoring and implementing the assessment program at the campus level. Assessment within the major is developed and implemented within the departments. Assessment of general education is developed with input from the departments, but implemented on a broader level. An emphasis is placed on developing assessment plans which include multiple measures.

Southwestern Oklahoma State University

Assessment at Southwestern Oklahoma State University (SWOSU) is coordinated at the Assessment Center. The SWOSU's missions and goals, combined with objectives formulated by faculty, provide the foundation for all assessment endeavors on campuses at Weatherford and Sayre. Improving students' opportunities for success and measuring student achievement define the purposes of assessment. Challenges offered by strategies to assess general education and distance learning are being met as faculty devise appropriate methods for curriculum-embedded assessment.

Entry-Level Assessment:

Entry-level assessment is conducted at SWOSU for the purpose of facilitating student placement at appropriate levels in mathematics, English, reading, and science. Entry-level data also establish baselines for comparisons to be made with mid-level assessment. The process requires enrollment in remedial courses or taking the Accuplacer Computerized Placement Tests (CPTs) for all students with ACT subject test scores of less than 19. On the Weatherford campus, 61 percent of the students with deficiencies passed the CPTs. At Sayre, an open admissions campus, 30 percent of the students tested out of remedial course placements.

More remedial course levels were added to provide a more homogeneous grouping of students to whom faculty can direct more specific instruction. Students are encouraged to use the tutoring services available in various academic departments, as well as in the Student Development at Weatherford and in the Learning Lab at Sayre. Faculty provided individualized instruction also. Electronic procedures ensure that students complete required remedial courses.

Mid-Level Assessment:

Faculty closely examined delivery and assessment of instruction and learning in general education courses during 1995-96. Approximately 75 meetings of faculty, chairpersons, and directors of assessment and general education resulted in a plan for curriculum-embedded assessment at Weatherford and Sayre. Pilot studies of curriculum-embedded assessment were conducted in some courses during Spring 1995. All general education courses will be assessed in this manner during 1996-97.

Inventories of syllabi for general education verified that 80 percent of the courses at Weatherford and 55 percent of the courses at Sayre require a writing component. The English Proficiency Examination, passage of which is required of all students, is another measure of writing competency.

Presently, critical thinking is assessed with the ACT Collegiate Assessment of Academic Proficiency (CAAP). This year, scores improved and the overall SWOSU mean was slightly above the national mean.

Program Outcomes Assessment:

Faculty in each department participate in exit-level assessment. All students, approximately 800 on the Weatherford campus and 120 on the Sayre campus, completing degree requirements during the 1995-96 academic year were assessed. External assessments such as registry and certification exams provide normative comparison data. Approximately 90 percent of the students majoring in allied health areas passed the registry exams. Pharmacy majors averaged above a 90 percent pass rate on the National Association of Boards of Pharmacy Licensing Exam (NABPLEX) since 1992. Biology majors scored at national norm levels on the Major Field Achievement Tests. Student performance on state teacher certification exams indicated overall passage rates better than state-wide results. In addition to standardized instruments, other methods of assessment were used: student portfolios, pre- and post-test measures, structured interviews, curriculum-embedded assessment, and external validation. Results of program outcomes assessment are utilized in academic planning and allocation of university resources.

Student Satisfaction Assessment:

Students have several opportunities to communicate levels of satisfaction with campus programs and services. Freshmen orientation, focus groups, and surveys of senior and graduate degree candidates provide input annually. Alumni are surveyed at one-, three-, and five-year cycles. The Instructional Evaluation Form elicits responses from students concerning academics. Reports on analysis of approximately 45,000 forms are provided to faculty and academic administrators on both campuses for the primary purpose of improving instruction. Overall ranking of instruction lies in the satisfactory to very satisfactory range. Students also rank university services and programs within that range.

Graduate Student Assessment:

At Weatherford, assessment measures have been added as graduation requirements for student seeking masters degrees. The School of Business requires final oral and written comprehensive exams. The Master of Music degree also requires passage of a comprehensive exam. External evaluations are the primary assessment for students in the Master of Science in Applied Psychology program. Students in this degree program have a passage rate of 100 percent on the licensing exam and excellent evaluations by clinical supervisors in the practicum settings. A capstone experience which includes a comprehensive written examination has been added to the Master of Education degree requirements effective fall 1996.

Administration:

The University Assessment Committee and the Assessment Director coordinate all assessment activities. Numerous committees assist in the development of specific assessment plans. Faculty department-level assessment committees outline the objectives of their respective programs and evaluate the effectiveness of the assessment process to measure these objectives. The General Education Committee evaluates and administers mid-level assessment of students. The Graduate Council oversees graduate-level assessment and designed the Graduate Degree Recipient Survey.

Cameron University

Cameron University (CU) faculty, staff and administrators have responded to the assessment policies and regulations of the Oklahoma State Regents for Higher Education and the North Central Association. CU has planned and implemented a comprehensive assessment program to generate and utilize information for improving the quality of university programs and services. Data for each of the five assessment categories (entry-level, mid-level, program outcomes, student satisfaction, and graduate-level) are included in this third annual report of assessment activities. This report was submitted to the CU faculty and the Oklahoma State Regents for Higher Education.

Entry-Level Assessment:

Over 2,200 new students were evaluated for proficiency in English, mathematics, science, and reading during the 1995-96 year. These new students included 820 recent high school graduates. Approximately 50 percent (1,098) of the new students had performance deficiencies and were placed into remedial courses to remove the deficiency. Of the 504 recent high school graduates who entered CU seeking a bachelor's degree, 374 (74 percent) had at least one deficiency.

Students take the Computerized Placement Test (CPT) if they wish to participate in secondary placement testing. During the 1995-96 academic year, 845 students took the English CPT. Of those, 299 (35 percent) placed into college-level English courses. Of the 1,251 students who took the mathematics CPT, 279 (22 percent) placed into college-level mathematics. Of the 1,073 students who took the reading CPT, 534 (50 percent) placed into college-level reading courses. After a three-semester study comparing performance with placement test scores, the faculty of the reading program recommended lowering the reading CPT criterion for placement into college-level reading courses. Beginning in July 1995, placement in science was based solely on the ACT science subject test for recent high school graduates.

The success rates for students in remedial courses ranged from 46.9 percent in Beginning Algebra to 68.8 percent in Basic Composition Skills. The percentages of students who earned a "C" or better in entry college-level courses were 72.6 percent in College Reading and Study Strategies, 76.8 percent in English Composition I, 69.9 percent in Survey of Mathematics, and 53.7 percent in College Algebra. Although the success rate in College Algebra is below the desired 70 percent, it represents an improvement of over 10 percentage points when compared to 1994-95, reverses a three-year trend, and attains the highest success rate for that course since assessment reporting began. Much of the success in the entry-level courses can be attributed to the placement process and the remedial courses. The success rate of students who took a remedial course prior to taking the entry-level course decreased slightly in English Composition I and increased for students who enrolled in College Algebra and the Survey of Mathematics, nearing the success rate of students who went directly into the entry-level course.

The Entry-Level Assessment Committee has identified the following areas for emphasis during the 1996-97 academic year: analyze reading program success rates of students who take Reading and Study Strategies; compare success rates of students with a science deficiency who enroll in a course to remove the deficiency to those who do not have a science deficiency; monitor students who take remedial mathematics courses and measure their success rates in college-level mathematics courses.

Mid-Level Assessment:

During the past three years considerable effort has been devoted to developing a one-credit course in Critical Thinking and Communication as a vehicle for assessing these critical components of general education. The purpose of this activity was two-fold: to show that a detailed evaluation of the performance of a small number of students could be used to infer the level of performance of the population as a whole, and that mid-level students could think critically and communicate in both written and verbal form at levels expected of mid-level students.

The results after three sessions have shown that voluntary student participation in this effort is low. The small number of students enrolled in each session makes it difficult to infer to the mid-level population. The students who did participate were better than the "average" mid-level student on cumulative GPA, ACT scores, and performance on the standardized tests. Their performances on the written and verbal class exercises were judged to be "satisfactory."

The faculty involved in developing the assessment course judged that it was a limited success, and that a general education course can be created to measure mid-level student proficiency in the areas of verbal and written communication. As a University-sponsored course, it is a university-wide assessment of departmentally-based general education efforts. The course, which provides a University-wide exposure to the results of student proficiency in general education courses after the students have completed the courses, is a more comprehensive method of assessing general education than traditional testing.

Program Outcomes Assessment:

Administrative review of the 1994-95 program outcomes assessment reports revealed that the program outcomes assessment effort was failing to provide the university with information sufficient to support program improvement. Based upon this finding, CU committed to engage in activities to (1) develop campus understanding that the Institutional Effectiveness System (IES) requires support from departmental proposals for program improvement and additional resources, (2) monitor assessment activities during 1995-96, and (3) evaluate the effectiveness of the administrative structure for monitoring assessment.

Several activities were initiated during the 1995-96 academic year to achieve these objectives. It is too early to determine the full impact of these actions, but the results reported this year are positive. The implementation of the IES has provided renewed emphasis to program outcomes assessment. This system requires explicit statements of the relationship among program objectives, program strategies, and assessment procedures for each academic program. This enables faculty to link assessment results to specific courses and educational activities. Submission of a Program Quality Improvement Report (PQIR)

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for each academic program is a requirement of the IES. These reports provide a comprehensive and systematic plan for program improvement.

A review of the action plans presented in the 1995-96 PQIR reveals that 63 percent of the undergraduate programs have submitted proposals designed to facilitate program improvements. Some of the proposals that will be implemented immediately include sharing program objectives with students through course syllabi, developing a common report format, giving added emphasis to particular objectives, emphasizing writing in all of the departments' courses, and giving added attention to factual knowledge. Additional time and resources are required before implementation of some proposals can occur. These changes include reviewing degree requirements, revising advising procedures, evaluating program objectives, updating faculty expertise, adding courses, revising course offering schedules, and changing teaching methods.

Faculties in 23 of the 30 undergraduate programs proposed changes to the outcomes assessment program. These changes include revising program and assessment objectives, identification and/or development of new assessment instruments, requiring students to prepare portfolios, development of capstone courses, and analysis of data collected during the past three years.

Student Satisfaction Assessment:

Six areas of student services were assessed during the 1995-96 year. CU assessed student satisfaction through student surveys, student interviews, and focus groups. For example, campus organizations were surveyed regarding the student activities office, students who participated in the job fair were surveyed regarding career development, and students who live in campus housing completed a residence life survey. The functions or programs assessed include the service and efficiency of the student activities office, dean of students and multi-cultural and disabled student office, student satisfaction with residence life, the career development office and the employment assistance offered, the quality and user friendliness of the admissions office, and the accuracy and efficiency of the veteran's affairs office.

Many changes occurred as a result of this review. The student activities office has set new standards with regard to the dissemination of student organization information. The dean of students' office designed and implemented a new operating procedure for the office employees. Residence life will seek improved food service and will install cable television in the residence halls. The teacher job fair will increase the number of participants and redesign the timing of the fair. The admissions office will provide students with written guidance to assist them with testing, advising, and enrollment. The veteran's office will provide written guidelines and checklists to office employees to assure accuracy and efficiency in the processing of veteran's files.

Graduate Student Assessment:

Graduate student assessment is conducted in each graduate program area by the faculty responsible for the program. In addition, the administration uses various tools to supplement the program assessment. Exit interviews were used to gain insight from the graduating students from each of the graduate programs. Strengths and weaknesses were recorded and linked back to the individual degree programs for consideration by the graduate faculty and appropriate chairs of department and/or schools.

Six program goals have been formulated to guide the School of Graduate Studies assessment. The assessment results show that five of the six goals were met during 1995-96 and that additional information is needed to make judgments about the goal, "to promote professional competence and achievement." This information will be obtained from the exit interviews and/or a formal follow-up survey.

Administration:

Administrative responsibility for the assessment plan rests with the Provost who assigned specific operational tasks to three committees and the academic schools and departments. The Institutional Assessment Committee is charged to provide coordination for CU's assessment plan and to direct mid-level assessment. Leadership for entry-level assessment is provided by the Entry-Level Assessment Committee and the Student Satisfaction Committee provides leadership for assessing student satisfaction.

For the past four years, the Office of Institutional Research and Assessment has been supported by the work of the faculty and committees. During 1995-96, the administration became aware that staff assistance for these activities was not adequate to support an effective program. As a result, the staff support function was reorganized as the Office of Institutional Assessment and Planning to provide more support for assessment and to strengthen the relationship between assessment and planning.

Langston University

A major goal of assessment at Langston University (LU) will continue to be the enhancement of student academic achievement through effective course placement, instruction, early intervention, advisement and feedback for improvement. Assessment has been integrated into academic programs, support programs, and other services which benefit students. As students have become more aware of the purposes of assessment, their participation has significantly improved. Since more formalized assessment began in fall 1992, information from entry-level, mid-level, exit-level and student satisfaction has been used to precipitate change in academic programs, support programs and the campus environment. In many instances, assessment information has documented that programs and services are meeting students' needs at satisfactory levels.

Entry-Level Assessment:

Basic Skills Testing at LU is an important part of entry-level assessment. All first-time freshmen and transfer students with fewer than twelve hours are required to complete the basic skills tests. The Nelson-Denny Reading test, the College Board's Algebra Placement test, and the written English Expression test were chosen for use by the Assessment Committee. During the fall 1995 semester, 484 freshmen completed basic skills tests in reading, mathematics and English. Sixty-seven freshmen completed the test during the spring 1996 semester.

For the fall 1995 and spring 1996 semesters, 29.3 percent and 24.6 percent of the freshmen, respectively, scored above the minimum cutscore on the Nelson-Denny Reading test and were placed in college-level reading courses. These percentages were lower than the percent of freshmen who tested into college-level reading course during the fall 1994 and spring 1995 semesters (33 percent and 44 percent, respectively). Results from the mathematics placement tests for fall 1995 and spring 1996 showed that 26.2 percent and 11.4 percent of the freshmen, respectively, scored above the minimum cutscore on the algebra placement exam and were placed in college-level mathematics courses. Results from the English placement tests showed that 67.9 percent of the freshmen tested in fall 1995 and 63.0 percent of the freshmen tested in spring 1996 scored above the minimum cutscore on the English Expression exam and were placed in college-level English courses.

The model for tracking first-time freshmen begins with a thorough assessment of each student's basic skills at the time of enrollment. The assessment information is used by academic advisors who have been trained to evaluate freshman portfolios and place entering students in courses that allow maximum opportunity for success. The initial session with the freshman academic advisors also includes an interview to evaluate each student's career focus and motivation. Tracking and monitoring are concentrated on basic skills courses including remedial English, mathematics, and science. One thousand-level reading, English, mathematics, and science courses are also included in this group. The primary indicators for tracking during the first two years are class attendance, academic progress, persistence, and goals clarification.

Freshman advisors have primary responsibility for tracking students during the students' first two years at LU. Faculty participate in this process by informing advisors of students who are not attending classes. They also refer students to appropriate labs or tutoring based on academic progress.

The first report on class attendance is completed at the end of the fourth week of classes during the fall and spring semesters. Part of the intervention process is to contact students who have excessive absences and schedule meetings with their advisors. The advisors meet with students to develop a plan to improve attendance and academic progress.

The 10th week follow-up and review occurs after mid-term grades have been sent to students and faculty advisors. The purpose of the 10th week review and follow-up is to verify that satisfactory academic progress is occurring. Academic advisors will initiate a plan for intervention for students who are not progressing satisfactorily.

Mid-Level Assessment:

The Assessment and General Education Committee recommended in 1993 that the Collegiate Assessment of Academic Proficiency (CAAP) be used on a three-year trial basis as a measure of mid-level assessment. Tests in writing skills, mathematics and reading were chosen for administration to a sampling of LU students who had completed between 45 and 70 credit hours. Based on the results of the three-year study and a review of the LU general education core courses, the Assessment Committee decided to discontinue usage of the CAAP as the mid-level assessment instrument. The usefulness of the results, cost effectiveness, and content validity were major contributing factors to this decision.

After surveying numerous mid-level measures, the LU Assessment Committee voted to implement a pre-/post-test design using different forms of the entry-level tests. The Nelson-Denny Reading test will be used to assess value-added gains in reading and critical thinking. The College Board's Basic Algebra Placement test will be used to assess development in mathematics, and the written English Expression test will be used to assess value-added in general education English courses.

The initial mid-level assessment using the pre-/post-test design was piloted in May 1996. Beginning in fall 1996, all students who have completed between 45 and 70 credit hours will be assessed at the mid-level. During the spring 1996 pilot, 52 students were assessed at the mid-level. When the results of the mid-level assessment were compared to the results of the fall 1994 entry-level assessment, an increase in the mean scores for all subject areas was observed.

The pre-/post-test design implemented for mid-level assessment at LU appears to show some value-added as a result of the general education core courses. As use of this design continues during the fall 1996 and spring 1997 semesters, larger sample sizes may validate the pattern of results for this level of assessment. The Assessment Committee will continue to evaluate the results of this assessment and make appropriate recommendations.

Program Outcomes Assessment:

The five schools and the graduate program at LU reported on assessment activities for their programs of study. A review of the assessment instruments used within each school and in the graduate program showed that LU utilizes a variety of standardized tests to assess student competencies at the program level.

The School of Arts and Sciences utilized the FCC license exam; ETS Major Field Assessment Tests (MFAT) in mathematics, biology, chemistry, sociology, and history; exit exams; student portfolios; and student questionnaires. The School of Business utilized the Georgia Business Core exam, the ETS-MFAT business core, executive portfolios, and alumni surveys. The School of Education and Behavioral Sciences utilized Oklahoma Teacher Certification exams, the ETS-MFAT in psychology, comprehensive written exams, and the Leadership Skill Inventory to assess students at graduation.

The School of Environmental Sciences utilized departmentally developed senior outcomes assessment tests, student portfolios, the National Home Economics test, graduate and employer surveys, external evaluators, exit interviews, graduation rates, comprehensive exams, and internships. The School is working toward meeting the requirements for accreditation from the American Dietetic Association (ADA) and the National Association for the Education of Young Children (NAEYC). The School of Nursing and Health Professions utilized the National League for Nursing Achievement test, the Computer Nurse Entrance test, Mosby's Assess test, the National Council Licensure Examination for Registered Nurses (NCLEX-RN), the Professional Examination Service Exam for Physical Therapy (PES), and student portfolios.

The graduate program uses entrance interviews, writing samples, student portfolios, qualifying exams, and comprehensive exams to assess students at the outcomes level.

Student Satisfaction Assessment:

During the 1995-96 academic year, the Assessment Committee and the Office of Assessment focused efforts on addressing concerns highlighted in the 1995 ACT Student Opinion Survey (SOS). This survey pointed to areas where LU student perceptions were significantly lower than the national mean score for four-year college students. Changes made as a result of campus-wide efforts should be reflected in the spring 1996 administration of the SOS.

Departments and schools have been asked to look at the sequencing of classes and, where possible, to expand the variety of courses. To give students greater voice in university policies, most campus committees now have student representation. Components of the LU faculty development program have been designed specifically to enhance faculty-student relations. The Office of Admission is currently being reorganized. The restructuring is intended to provided prospective LU students with easy access to information about the university and its policies and procedures. A student housing major project was completed and opened for occupancy beginning in the fall semester. Significant parking space has been added for faculty, students and staff. The Office of Career and Placement Services has given priority to developing a job network for LU students before and after they graduate. Through the annual fall and spring Career Fairs, the number of opportunities for student employment has been significantly increased.

Administration:

The results of entry-level placement, the success of students enrolled in remedial courses, and the subsequent changes in the entry-level assessment process are the responsibility of the Assessment Committee, the Mathematics Department, and the English Department. The Assessment Committee and the General Education Committee are responsible for outlining appropriate measures of the general education programs. Individual academic departments design and implement their respective outcomes assessment. Responses to student satisfaction as assessed from the student survey reside with the administrators of the programs and services utilized by the students.

University of Science and Arts of Oklahoma

The mission of the University of Science and Arts of Oklahoma (USAO) is unique to the state of Oklahoma. Therefore, USAO designed an assessment program that measures the quality of the school's educational program using both standardized and locally developed instruments. USAO's assessment program focuses on academic achievement and satisfaction at entry-level, mid-level, and program outcomes as well as being designed to measure and document several aspects of the school's team-taught, integrated Interdisciplinary Studies (IDS) program.

Entry-Level Assessment:

All new freshmen are assessed upon entry to USAO. The information obtained is used to help students maximize their opportunities for academic success. The first method of entry-level assessment is evaluation of the students' ACT subject scores in the areas of mathematics, English and science. Students with scores below 19 in mathematics and English are required to take the ACT Computer-Adaptive Placement and Support System (COMPASS) test as a secondary placement assessment. Locally developed writing and science assessments assist with the placement of students with curricular deficiencies.

Results from the 1995-96 academic year showed that 222 students were evaluated using the COMPASS writing skills assessment. Of those students, 40 percent tested into college-level courses, while 60 percent indicated a need for remediation. Eighty-nine percent of the students who tested into college-level English using the COMPASS successfully completed the college-level course. Of the 316 students assessed in mathematics, 32 percent tested into college-level mathematics. Of those students who tested into college-level mathematics, 96 percent successfully completed the course.

USAO's assessment plan also uses the Noel Levitz's College Student Inventory (CSI) to assist in the identification of at-risk students. The students identified might be in need of special social, psychological, or support skills if they are to succeed in college. All new students are assessed within the first two weeks of college as part of the mandatory USAO Orientation course. During the 1995-96 academic year, 315 student took the CSI.

New freshmen are also required to take the ACT Collegiate Assessment of Academic Proficiency (CAAP) as part of the USAO Orientation course. During the 1995-96 academic year, 314 students were randomly tested with one of the five CAAP objective exams: writing, mathematics, reading, critical thinking, or science reasoning. Scaled score comparisons showed that USAO's scores were lower than the national norms in all five areas. In addition, statistical evaluation showed that new freshman scores are significantly lower than the national average in all areas except critical thinking skills.

Mid-Level Assessment:

To assess mid-level student performance, USAO again uses the ACT CAAP primarily to investigate change scores that occur over the first two years of college. All juniors are assessed; however, those who start at USAO and who participated with the CAAP as freshmen are retested with the same objective exam. Transfer juniors are randomly assigned to one of the five exams. During the 1995-96 term, 237 juniors were tested. Since 1992, over 1,100 students have participated.

Comparisons of USAO rising juniors to the national norms for sophomores showed that USAO juniors' mean scores were less than the national averages in all areas. However, statistical differences between USAO juniors' mean scores and the national mean scores were not significantly in writing, reading, critical thinking, and science. The USAO mean score in the area of mathematics was significantly lower than the national norm.

Comparing USAO native juniors to transfer juniors showed different results. USAO's native junior scores were significantly higher than the national mean in the area of writing skills and were not significantly different from the national mean in the other areas assessed. Results from the transfer junior group showed no significant differences in any of the areas assessed from the national means. Comparisons between the native juniors and the transfer juniors revealed that the native juniors scored significantly higher in the area of writing skills. No other significant differences were found.

Change scores are also a valid method of determining academic effectiveness. Statistical analysis showed that USAO juniors, as a group, scored significantly higher than USAO freshmen in all areas except for mathematics. In this group, no significant differences were found. Finally, analysis of the paired freshmen-junior objective exams revealed that juniors scored significantly higher in the areas of writing skills, reading, and science reasoning.

Program Outcomes Assessment:

The Interdisciplinary Studies (IDS) program reflects USAO's unique mission. The IDS interdisciplinary, team-taught, integrated, general education program is required of all majors. Through this program, all seniors are tested in higher level general knowledge skills and major program area. To measure the success of the IDS program, USAO uses the ACT College Outcomes Measures Program (COMP) exam. The COMP is designed to test general knowledge skills such as communicating, problem solving, clarifying values, functioning within society, and using the arts, sciences, and technology. These are the skills and capacities USAO graduates should have in order to function effectively as individuals, as professionals, and as citizens.

During the 1995-96 academic year, 182 seniors took the COMP as part of USAO's capstone Senior Seminar course. Since spring 1992, all seniors have been tested resulting in approximately 700 scores. USAO's scores were compared to a national norm group. Results indicated that USAO's seniors scored at the 45th percentile nationally. USAO scored above the national norm in two areas: Using Science and Technology, and Clarifying Values. In the areas of Using the Arts, Communicating, Functioning within Social Institutions, and Problem Solving, USAO's students scored below the national average.

Assessment of academic major programs at the exit-level measures student success and abilities in light of program learner objectives. Major program assessment looks at student competencies in both content and skill areas, especially as those competencies relate to a students' potential to use the specialized knowledge of the particular discipline in postgraduate settings. Major program data are used by the faculty in reviewing teaching, course and program content, and structure in light of desired learner outcomes and, if warranted, as a basis for process and content modification in order to correct deficiencies.

Student Satisfaction Assessment:

An evaluation questionnaire, developed by a faculty committee, has been used since spring 1994. This questionnaire is given every term to students in all classes. In 1995-96, results from over 12,000 course and instructor evaluations were provided to faculty, division chairs, and academic administrators to help evaluate and to improve the quality of instruction.

The student satisfaction survey is designed to provide information concerning the quality and effectiveness of institutional services. This survey is given every fall trimester and attempts are made to maximize student responses. Fall 1994 was the first time USAO administered the survey, and a response rate of 21 percent was obtained. For fall 1995, the response rate increased to 24 percent. One area of low satisfaction that improved between the fall 1994 and fall 1995 surveys regarded the availability of class scheduling during certain preferred time periods. The overall degree of student satisfaction increased approximately six percent.

Administration:

The Director of Assessment has the primary responsibility for the supervision of USAO's assessment program. The process was developed and is constantly being reviewed by the Assessment Committee. The committee is comprised of administrative and general staff, faculty from all divisions, and students. The Director of Assessment reports to the Director of Information Services as well as to the Vice President for Academic Affairs.

Oklahoma Panhandle State University

The Oklahoma Panhandle State University (OPSU) assessment plan was designed and submitted to the State Regents in December 1991 by faculty and administration. The four-part plan was implemented in spring 1992. Several minor modifications have been made in the assessment policy and are reflected in this report.

Entry-Level Assessment:

OPSU is one of three four-year universities in the state of Oklahoma with an open enrollment policy for Associate in Applied Science degrees. Entering student assessment is very important at OPSU to assure that students receive the educational assistance they need. Since fall 1994, students with ACT subject scores less than 19 in English, mathematics, science, or reading have been required to successfully challenge the course placement through secondary assessment tests or pass remedial courses in the respective areas. Of the fall 1995 first-time freshmen at OPSU, 75 percent had an ACT subject score below 19. In addition, 30 percent did not meet the 11-unit high school core curriculum.

Students with reading deficiencies can take the Nelson-Denny reading test to challenge remedial reading course placement. Sixty-five percent of the 108 students who took the Nelson-Denny reading test in 1995-96 were placed in a remedial reading course. Students were retested using the Nelson-Denny once they completed the reading course. Forty-one percent of the students did not test at the tenth-grade reading equivalency level and were required to reenroll in the reading course. The remedial reading course has been reclassified as a laboratory so that the required meeting hours will double. This change in course classification will hopefully increase the number of students who can successful complete the course.

Students with English deficiencies can take a faculty-designed holistic writing exam to challenge remedial English course placement. Sixty-two percent of the 117 students who took the exam were placed in a remedial English course. The course utilized computer-aided instruction for improvement of basic grammar as well as a text for grammar and invention strategies. Sixty-five percent of the students successfully completed the course.

Students with mathematics deficiencies can take the ASSET Elementary Algebra exam to challenge remedial mathematics course placement. Seventy-eight percent of the 166 students who took the ASSET were placed in a remedial mathematics course. Upon completion of the course, students were retested using the ASSET. The mathematics faculty is considering the benefits of required laboratory sections and adding a second remedial mathematics course to meet the apparent needs of the students.

Students with performance deficiencies on the ACT subject science test or who have curriculum deficiencies in science are required to enroll in a remedial science course. Forty-three percent of the fall 1995 first-time freshmen were required to enroll in remedial science. A faculty-developed science secondary placement exam is currently being evaluated and will be implemented in the future. Because of the 55 percent pass rate in the remedial science course, science faculty are considering a prerequisite of an ACT reading score of 19, the remedial reading course, or tenth-grade level on the Nelson-Denny Reading Test.

Mid-Level Assessment:

General Education is assessed with the California Achievement Test (CAT). This test includes sections on reading vocabulary, reading comprehension, spelling, language mechanics, language expression, computations, mathematics concepts and applications, and reference skills. Students are tested when they complete between 55 and 70 hours credit hours. The 128 students tested in 1995-96 scored at the 67th percentile with the mean score of 184. In 1994-95, 72 percent of the students were at or above the fiftieth percentile. In 1995-96, 87 percent of the students were at or above the fiftieth percentile. The scores on the CAT elicited a great deal of discussion at OPSU. The scores from the previous six semesters were acceptable but dropping. The scores dropped from the 67th percentile in 1992-93 to a low of the 16th percentile in 1994-95 before rebounding in 1995-96 to the 67th percentile.

To date, the test was required of students completing 70 credit hours. Students who test with 70 credit hours are juniors and, if they require remediation based on the test results, will enroll in remediation during their senior year. Beginning in fall 1996, the test will be required of students completing 60 credit hours.

The assessment of the CAT shows that there are some students testing poorly relative to graduating high school seniors. Students earning below the fiftieth percentile need counseling and follow-up work to help them identify weaknesses. As of fall 1995, students scoring below the fiftieth percentile overall are required to work with the OPSU Personal and Career Counselor or staff and to follow the counselor's corrective prescription of up to five hours in tutoring, career advisement, or other appropriate activities. Sixteen students scored below the fiftieth percentile in 1994-95 and most have completed remediation. This advisement will help the weaker students, motivate students to perform better on the exam, validate the results from the CAT exam, improve retention, and gather valuable information about the students who are apparently "slipping through the cracks" in the general education program.

The Assessment Committee is considering other tests for general education assessment. The CAT tests students on high school work rather than college general education. The committee sees value in this exam and remediation and will continue to use it until it is replaced with a better test.

Program Outcomes Assessment:

A variety of assessment tools has been utilized for assessment of the major program areas: student portfolios, surveys, music recitals, job placement, successful completion of student teaching, clips of television projects, and departmental, state and national exams. Each program has an assessment committee which designed the program specific assessment plan, administered the assessment plan, and reported on the activities.

During the 1995-96 academic year, 213 students were assessed in their major areas of study. Students in the Business program were assessed using the ETS Major Field Assessment Test (MFAT). Student portfolios were also used and resulted in a greater emphasis on writing skills in business courses. In 1994-95, a capstone course was added to the curriculum. Student performance on teacher competency tests and on the Oklahoma Teacher Certification exams greatly improved for students enrolled in the Elementary Education and Early Childhood Education programs. Students graduating in natural science had a 48 percent pass rate on teacher competency exams. As a result, faculty updated a course and added a laboratory to another. Students enrolled in music education are required to take a theory exam and a piano proficiency test. The School of Agriculture measures students' performance on national livestock and meat evaluation contests. Agriculture graduates are also given departmental exams in their major area of study. The English department assesses outcomes through student exit interviews. Student portfolios which contain papers and exams from 12 English courses are also collected. To improve student skills, the English department plans to emphasize the interdependence of grammar, composition, research, literacy investigation, reading, and criticism.

Student Satisfaction Assessment:

To assess student satisfaction with services and programs, OPSU utilized ACT Entering Student Survey (ESS), ACT Withdrawing Student Survey, and a locally developed graduating student survey. Beginning in fall 1996, the ESS will be replaced with a locally developed entering student survey. Results showed that 82 percent of the graduates were pleased with their OPSU education and felt that OPSU is a friendly campus. Thirty-eight percent of the gradates responding thought that the Financial Aid Office delivers good service and 65 percent felt that they had grown "a great deal" or "quite a lot" both personally and socially while attending OPSU.

Administration:

The Vice President for Academic Affairs is ultimately responsible for student assessment at OPSU. The Assessment Office coordinates all assessment activities. The Assessment Coordinator reports to the Vice President for Academic Affairs and the Assessment Steering Committee which consists of five faculty members and one student. A subcommittee for each of the four levels of assessment has been established to direct the activities of each type of assessment. A full-time coordinator for assessment and institutional research will soon replace the half-time faculty member who has been conducting assessment.

Connors State College

During the spring 1995 semester, Connors State College (CSC) submitted its revised Institutional Assessment Plan to the North Central Association for Colleges and Schools. Pending its approval, CSC continues to develop and implement assessment procedures that are designed to measure the effect that institutional environment has on learning and student success. The intent of the assessment effort continues to be the collection and analysis of data for the purposes of improving the teaching/learning process.

Entry-Level Assessment:

To assess and place its entering students, CSC uses high school transcripts and ACT subject scores. Entering students who have performance deficiencies can take a Computerized Placement Tests (CPT) for secondary assessment and placement in the areas of English, reading, science, and mathematics. CSC assesses all first-time freshmen and transfer students with fewer than 30 credit hours. Six hundred ninety-seven students were assessed during the 1995-96 academic year. During the fall 1995 semester, 93 percent of the students required additional basic skills development in mathematics, followed by 84 percent in science, 62 percent in English, and 46 percent in reading.

The results of the entry-level assessment demonstrate that CSC is enrolling a large number of high school students who do not have the necessary skills in reading, mathematics, English, and science reasoning to do college-level work. When the 1995-96 academic year is compared to the previous year, it is evident that the number of students entering CSC who are not prepared to do college-level work is increasing.

Mid-Level Assessment:

In spring 1996, CSC continued to attempt a value-added measurement of critical thinking/science reasoning by post-testing 99 graduates who were in the fall 1994 freshman class. CSC also administered the Nelson-Denny Reading Test, a faculty- developed essay and mathematics test, and ACT's Collegiate Assessment Academic Proficiency (CAAP) for critical thinking to perform its mid-level general education assessments.

For the fall 1995 to spring 1996, the assessment report defines the population for mid-level assessment as 305 graduating sophomores. The report indicates that about 95 percent of the graduating sophomores tested with the Nelson-Denny Reading test scored above the tenth-grade high-school comprehension reading level. Additionally, 77 percent are reading at or above the twelfth-grade level, and 53 percent are reading at or above the fourteenth grade level. The mean reading rate stood at 240 words per minute. CSC students scored just three-tenths of one point under the national norm on the ACT Collegiate Assessment of Academic Proficiency (CAAP) critical thinking test for sophomores of two-year colleges. The assessment report also provides longitudinal results of the 1994 cohort who took a CAAP post-test administered in the spring of 1996. Of the original cohort, 99 students persisted to the 1996 post-test. The post-test mean score of 61 was 2 points higher that the pre-test mean of 59.

Future considerations of the mid-level outcomes data include evaluation of the effectiveness of remedial courses as well as English composition and science courses. In addition, critical thinking data from CAAP will be used in the longitudinal study measuring the impact of the core general education curriculum on the development of critical thinking and science reasoning skills.

Program Outcomes Assessment:

During the fall 1995 and spring 1996 semesters, program reviews were conducted for the pre-engineering, history, mathematics, sociology, pre-law, physics, psychology, and social work programs. The data gathered by the reviews will be used by the office of the Vice President of Academic Services to evaluate the viability and strengths of each program reviewed.

The Criminal Justice Program conducted outcomes assessments for graduating sophomores and course assessments for all criminal justice courses. The data developed by these assessment procedures will be used by the Criminal Justice faculty to determine program weaknesses and strengths and to formulate strategies to correct the weaknesses and reinforce the strengths of the program.

Student Satisfaction Assessment:

During the 1995-96 school year CSC conducted two student satisfaction surveys. Two hundred and forty-seven graduating sophomores were surveyed as a part of outcomes assessment. Highlights of the survey results indicate that 91 percent of the graduates achieved their academic goals while attending CSC; 96 percent were satisfied with the school; and 96 percent would recommend CSC to others. When asked to rate their academic and overall experience at CSC, 81 percent rated the academics as good or excellent and 86 percent indicated that their overall experiences were either good or excellent. The second survey of currently enrolled freshmen is discussed in the following section on Institutional Effectiveness.

Institutional Effectiveness

The college used its own withdrawal survey to assess retention issues and administered it to 127 students who had withdrawn from school during the fall 1995 and spring 1996 semesters.

Combining withdrawing student survey results from both Muskogee and Warner campuses the report shows that 70 percent of survey respondents were satisfied with CSC while 64 percent of respondents would recommend CSC to others. The survey results reveal that students left CSC mostly for the following reasons: poor health (21 percent), needed a break from school (19 percent), encountered unexpected expenses (17 percent), moved from the area (16 percent), and had a conflict between school and work (15 percent).

In addition to measuring graduate satisfaction, CSC conducted a second student satisfaction survey of currently enrolled freshmen. Two hundred twenty-seven students who were enrolled in English I classes were surveyed. Of these students, 90 percent indicated they were satisfied with CSC, 80 percent said they would choose CSC again if they were starting all over, and 89 percent stated they would recommend CSC to others. Additionally 79 percent said they were satisfied with their academic experience and 71 percent rated their overall experiences as good or excellent.

Success after graduation is considered to be an important indicator of institutional effectiveness. During the 1995-96 school year, CSC received GPA tracking information from three regional universities and both comprehensive universities. GPA tracking data reveal that while most of the graduating sophomores who transfer to a four-year school suffer some loss in GPAs, the majority are well below a half-point loss, and in some cases students gain in their GPAs at the new institution.

Administration:

The Director of Assessment has the overall responsibility for the coordination of all aspects of the assessment program and serves as a consultant to the President, the Vice President of Academic Services, division chairpersons, the faculty, and the directors of the non-academic units. The Assessment Officer administers the assessment plan, collects and disseminates assessment data, prepares assessment reports, and in conjunction with the Assessment Oversight Committee and the faculty, oversees the assessment evaluation process. The Institutional Assessment Committee, in conjunction with the faculty, is responsible for developing all academic assessment efforts. Division Chairpersons are responsible for the administration and supervision of all assessment procedures and program reviews within their respective divisions.

Eastern Oklahoma State College

Assessment at Eastern Oklahoma State College (EOSC) began in 1991 with the appointment of the Dean of Academic Affairs to the Institutional Assessment Committee. Since that time, EOSC has implemented assessment activities in the areas of entry-level, mid-level, program outcomes, and student satisfaction.

Entry-Level Assessment:

Because the success of the individual student is integral to EOSC's mission, all students are evaluated prior to first-time enrollment. This entry-level evaluation includes both transfer students and first-time entering freshmen. The primary methods of entry-level assessment are ACT subject scores, the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), and the ACT Computerized-Adaptive Placement Assessment and Support System (COMPASS). Students entering EOSC are assessed in the academic areas of English, reading, and mathematics. Students who score below the mandated ACT subject test cutscore of 19 in mathematics, English, science/reading are required to take the respective ASSET or COMPASS test for course placement. Students without ACT subject scores must take the ASSET or COMPASS test prior to first-time enrollment. Adult students without ACT scores are advised on an individual basis to take the ASSET or COMPASS prior to first-time or returning enrollment. Testing and placement in remedial courses remain optional for adult students.

In the 1995-96 academic year, 663 students were assessed for entry-level placement. Based on these assessments, 802 students were enrolled in remedial courses. It should be noted that not all students who enroll in remedial courses test prior to enrolling in those courses. Some students elect to take remedial classes without testing, because they want to upgrade their academic skills prior to enrollment in college-credit courses.

Forty-six percent of the students tested using the ASSET or the COMPASS were recommended for placement into college-level English, as compared with 47 percent for 1994-95. Forty-two percent were recommended for placement into college-level science and history courses, as compared with 44 percent for 1994-95. Only 15 percent of the students who tested using the ASSET or COMPASS mathematics test were recommended for placement into college-level mathematics, as compared with 19 percent for 1995-96.

All remedial courses are offered through the Academic Learning Laboratory. The lab is equipped with developmental software designed for the adult learner. The computer-assisted remedial instruction offered at the learning lab is supported by a tutoring program coordinated through the Counseling Center. Students requiring additional help in basic areas are matched with peer tutors.

EOSC tracks the success of remedial students into college-level courses. Sixty-five percent of the students who enrolled in remedial English and then subsequently enrolled in college-level English were successful and received a grade of "C" or better. Only 23 percent of the students who enrolled in remedial mathematics courses and then subsequently enrolled in college-level mathematics were successful and received a grade of "C" or better.

Thus far, the remedial English and reading courses are meeting curricular needs by preparing students for entry into college-level English, science, and history courses. During fall 1995, EOSC changed the curriculum for two remedial mathematics courses. Intermediate Algebra was changed from computer-assisted instruction to three hours a week of classroom instruction. Basic Algebra was changed to two hours a week of classroom instruction and one hour a week of computer-assisted instruction. It is hoped that these changes will allow instructors to advance students to a proficiency level needed to succeed in college-level algebra.

Mid-Level Assessment:

All graduating sophomores at EOSC are required to participate in outcomes assessment testing by taking the College Assessment of Academic Proficiency (CAAP) test. Findings from the mid-level assessment are utilized for program improvement and curriculum development in the area of general education courses. Students who have completed or are enrolled in College Algebra are required to take the mathematics test of the CAAP. All students take the writing skills, reading, and critical thinking tests. Students pursuing Associate Degrees in Applied Science are not required to take the CAAP science reasoning test. All participants who take the CAAP tests are mailed copies of their test results with a letter of explanation.

In spring 1996, 186 graduating sophomores were tested using the CAAP. Results showed that EOSC students performed at a level comparable to two-year public college sophomores nationwide. Results of the writing skills test showed that EOSC graduates had a mean score of 62.2, as compared to the national mean of 62.4. EOSC students achieved a mean of 61.1 on the reading test as compared with the national mean of 61.0. Graduates completing the critical thinking test scored a mean of 60.1, as compared to the national mean of 61.0. Of the 186 students who completed the critical thinking objective, 82 percent reported that they gave their best or moderate effort. One hundred eighteen students completed the mathematics test. These students had a mean score of 56.2 as compared to the national mean of 56.1. Of these students 86 percent reported that they gave their best or moderate effort. EOSC students achieved the same mean on the science reasoning test as the national sample with a score of 58.8. Of the 178 students, 69 percent reported that they gave their best or moderate effort on the test. Results from the 1996 CAAP administration are not significantly different from the 1994 and 1995 survey, indicating that EOSC's general education curriculum is consistent and continues to prepare students academically for transfer to four-year institutions.

Program Outcomes Assessment:

Divisional assessment has been phased in gradually at EOSC. Beginning in spring 1994, Associate of Applied Science program chairs initiated specific outcomes testing plans. By October 1994, all divisions in the Associate of Arts and Associate of Science major areas had submitted assessment plans to the Vice President of Academic Affairs. Testing of all majors was initiated with spring 1995 graduates.

Several divisions have found that programs are meeting expectations with students performing at or above desired proficiency levels. Programs in which students have not shown the expected proficiency have outlined changes in instructional methods to improve student performance. The Health, Physical Education and Recreation Department found a weakness in student knowledge of adult CPR and obstructed airway in the first aid class. The instructor plans to provide more emphasis on mannequin practice. The Mathematics Department has recommended the possibility of testing secondary education majors concentrating in mathematics to get a clearer picture of the mathematics skills ability of students. The Pre-Nursing Department plans to increase communication with four-year RN programs, strengthen advising services to students who plan to transfer once they complete the associate degree, offer sophomores introductory nursing courses, and increase faculty-student communication. The Management/Marketing Program will emphasize the Entrepreneurship Program. This program identified a need to increase recruitment, meet with the counselors on campus and in Office of Prospective Students, visit high schools and businesses, and send out correspondence.

Student Satisfaction Assessment:

Surveys to measure student satisfaction were administered throughout the 1995-96 academic year. Surveys include the ACT Entering Student Survey, ACT Student Opinion Survey, ACT Outcomes Survey, and the ACT Withdrawing-Nonreturning Student Survey.

The ACT Entering Student Survey was administered to 524 students during fall 1995 orientation. Students indicated that the following factors were important in the decision to attend EOSC: academic reputation, entrance requirements, availability of desired programs, location and size of campus, low cost, availability of financial aid, and the advice of someone who had previously attended EOSC. Sixty-nine percent of the respondents rated EOSC as their first choice.

The ACT Student Opinion Survey was administered to 263 students during English 1213. Thirty-two percent of the respondents stated that the main reason for attending EOSC was to obtain an associate degree, and 52 percent entered with plans to transfer to a four-year college. Eighty-eight percent of the students responded that their overall impression of the quality of education at EOSC ranked good to excellent. This same percentage stated that they were satisfied with the academic advising/course planning at EOSC.

The ACT Outcomes Survey is given to graduating sophomores when they visit the Counseling Center to finalize information for graduation. In May 1996, 255 students were surveyed. Results of this survey showed that 72 percent stated that EOSC greatly assisted them in becoming academically competent; 75 percent stated that they had acquired a well-rounded education at EOSC; and 76 percent reported that college has helped them to set long-term goals. In the area of academics, students reported a high level of satisfaction with the quality of the program of study, academic advising, class size, degree requirements, and variety of course offered.

When the withdrawal process is initiated by a student, the student receives a Withdrawing/Nonreturning Student survey from the Office of Student Services. During the 1995-96 academic year, 137 students completed the survey. The major reasons cited for withdrawing included: had to move or was transferred, family responsibilities, health-related problems, accepted full-time employment, and conflict between job and college.

Administration:

EOSC's Assessment Committee is responsible for all aspects of assessment planning, policy, and evaluation. This committee is composed of faculty, students, and administrative representatives. The Director of Assessment coordinates all assessment testing and survey procedures, distributes assessment results, and is a member of the Assessment Committee. The Academic Affairs Committee receives regular assessment reports and may make recommendations to the Assessment Committee.

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Murray State College

The goal of Murray State College's (MSC) institutional assessment program is to maintain a comprehensive system that is utilized to improve college services. Information is systematically gathered and interpreted for the decision-making process. Maximizing student success is the central focus of assessment.

Entry-Level Assessment:

MSC uses high school transcripts, ACT results, and the ACT Assessment of Skills for Successful Entry and Transfer (ASSET) to assess and place first-time freshmen. For the 1995-96 academic year, the college administered 3,544 ASSET tests: 867 for numerical skills, 134 for elementary algebra, 742 for intermediate algebra, 915 for reading, and 886 for writing. Students who took the numerical skills test were placed into one of three levels of remedial mathematics. Of the students who took these tests, 49 percent placed into college-level mathematics, 76 percent placed into college-level English, and 65 percent placed out of remedial reading.

Students are advised to enroll in courses for which their previous academic experience has prepared them as evidenced by the results of their scores on the ACT and the ASSET. For the summer 1995, fall 1995 and spring 1996 semesters, there were 898 students enrolled in remedial courses: 314 enrolled in remedial English, 540 enrolled in remedial mathematics, and 44 enrolled in remedial science.

Mid-Level Assessment:

MSC uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) test to measure general education outcomes. Students participate in mid-level assessment after they complete 45 cumulative credit hours. These credit hours must include enrollment in English 1113, English 1213, History 1483 or 1493, Government 1113, and a college-level science. During summer 1995 through spring 1996, 485 subject components of the CAAP were administered. A comparison of MSC students to a national sample of students enrolled in two-year colleges showed that MSC students' average reading score was slightly higher (.1) than the national mean. These students scored 1.5 points below the national mean in mathematics, .1 point below the national mean in critical thinking, .5 points below the mean for science reasoning, and .7 points below the national mean in writing.

When considering that MSC students' CAAP scores were close to the national mean CAAP scores for two-year public colleges and that the ACT scores for first-time students at MSC were below the national mean ACT scores, it would seem to indicate success in general education outcomes.

Program Outcomes Assessment:

During the 1994-95 academic year, MSC began program outcomes assessment in the Associate in Applied Science (AAS) degree programs. During the fall 1994, students in the nursing program were administered the National League for Nursing's RN Challenge. The post-test for this exam was administered in the spring of 1996. Thirty-two students graduated from the program and completed both the pre- and post-tests. These students' mean score increased 26.2 points from 44.1 on the pre-test to 70.3 on the post-test.

MSC also measured program outcomes for students enrolled in Engineering Technology, Business Management, Business/Office Technology, Computer Information Systems, and Child Development. Students enrolled in these programs (1,415) were assessed using locally developed, discipline-specific pre- and post-tests.

Student Satisfaction Assessment:

MSC uses a locally developed Student Satisfaction Questionnaire to assess college services. During the 1995-96 academic year, the college surveyed 616 students. Results of the questionnaire showed that 85 percent of the students surveyed rated the college's quality of instruction as satisfactory and 92 percent of the students responded favorably to the overall impression of courses. Surveyed students gave high approval ratings for the library, admissions office, and registration. Students delivered lower ratings for placement services, food services, and housing facilities. The responses to this questionnaire are monitored by comparing responses over several years and noting significant shifts of opinions.

Administration:

During the 1995-96 academic year, the Registrar administered MSC's assessment plan with input from the Assessment Committee and Academic Council.

Northeastern Oklahoma A&M College

Northeastern Oklahoma A&M College (NEOAMC) is organized as a comprehensive community college offering associate degrees and certificates. The basic curriculum contains freshman and sophomore courses for students who intend to pursue a baccalaureate degree after leaving NEOAMC. The Academic Plan specifies two goals for student assessment: (1) to provide a quality educational program for those students who have no curricular or performance deficiencies, and (2) to provide the most appropriate level of study in an efficient manner for those students with either curricular or performance deficiencies.

Entry-Level Assessment:

All first-time students are assessed for course placement using ACT subject scores. Students who score below 19 on any of the ACT subject scores must participate in secondary placement testing or enroll in remedial courses. NEOAMC utilized the College Board's Computerized Placement Test (CPT) for entering students who need secondary testing. During the 1995-96 academic year, 898 students participated in secondary placement testing: 46 percent were placed in remedial English, 89 percent in remedial mathematics, 86 percent in remedial science, and 67 percent in remedial reading. Each remedial class has a required lab in which classroom instruction is covered in more detail. Both pre-collegiate classes and labs are taught by the same instructor. Student peer tutors are available during afternoon and evening hours for individualized attention.

In addition to labs for each remedial course, NEOAMC has developed the Academic Support Center with a Title III grant. The support center employs a coordinator who supervises student progress on 40 personal computers. Within this framework, English, mathematics, and reading are given individual attention and each discipline is supervised by a faculty member. The center is available to all students enrolled at NEOAMC.

Program Outcomes Assessment:

Students were assessed at the beginning of their freshman semester and at the end of their last semester of enrollment at NEOAMC with either the ACT College Base Academic Subjects Examination (BASE) or with the Test of Adult Basic Education (TABE). Non-occupational and transfer program majors take the BASE, and Associate of Applied Science majors take the TABE. Four hundred eighty incoming freshmen and 84 graduating sophomores enrolled in non-occupational or transfer programs were given the BASE. One hundred fifty incoming freshmen and 21 graduating sophomore in AAS programs were given the TABE.

This is NEOAMC's first opportunity to accurately evaluate outcomes assessment of its sophomores. The fall 1993 incoming freshmen were the first class to take the complete BASE. Members of the fall 1994 class graduated in the spring 1996 semester. NEOAMC now can determine value-added gains based on an evaluation of their pre- and post-test results. Results showed a 12-point increase between the 1994 incoming freshman scores and the 1996 graduating sophomore scores on the TABE. Results of the TABE test distributed during the fall 1995 and spring 1996 semesters showed that NEOAMC students scored in the 88th and 94th percentiles in reading, the 93rd and 96th percentiles in mathematics, and the 86th and 93rd percentiles in language. Results for the BASE showed a 32-point gain between the 1994 incoming freshmen and the 1996 graduating sophomores.

Faculty also provided detailed pre- and post-test results for each individual course in the occupational programs. The faculty identified competencies necessary to succeed in their courses and tracked students within each course to determine level of competency and number of competencies attained.

Student Satisfaction Assessment:

Student satisfaction is determined by surveys given to entering students, graduates, and alumni. Specific results are communicated to the College Cabinet and to appropriate campus committees that are assigned to investigate and develop responses to student concerns.

The ACT Entering Student Survey (ESS) was administered to 547 freshmen in freshman orientation classes. The ESS helps NEOAMC track initial academic and non-academic areas of concern. Basic demographic information regarding the makeup of NEOAMC's student body is an important aspect of the ESS. Satisfaction with enrollment procedures, faculty, course content, advising, dorm conditions, and food quality were only some of the areas covered by the survey. No major concerns were observed from the responses and satisfaction in these areas remains high.

The Graduate Student Survey (GSS) was administered to 212 sophomore graduates. The survey is given on an individual basis, and students must finish the survey prior to receiving their graduation gowns. The GSS provides a more accurate reflection of areas where the institution needs improvement. Results from the 1996 GSS revealed that satisfaction with the food service is improving for the third year; 13 percent more graduates were satisfied with the cafeteria over the last year. In 1995-96, substantial changes were made in the quality and variety of food offered to the students. Lack of adequate parking remains high on the list of areas needing improvement. Also, 8.5 percent of the graduates were very dissatisfied with racial harmony.

The ACT Alumni Survey was distributed during the 1994-94 academic year. The Development Office and the Alumni Coordinator were responsible for communicating results and developing plans to respond to issues identified. A follow-up survey was mailed with diplomas. This survey provided employment information regarding its graduates.

NEOAMC closely follows the success of its transfer students. Information regarding the success of NEOAMC students who transfer to state public regional and comprehensive universities was provided by participating institutions: East Central University (ECU), Oklahoma State University (OSU), Northeastern Oklahoma State University (NSU), the University of Oklahoma (OU), and the University of Central Oklahoma (UCO). Results showed that although NEOAMC students' average GPAs declined at the receiving institutions, all of the average GPAs were above a "C" and ranged from a 2.34 to a 2.78.

Administration:

The College Cabinet is ultimately responsible for NEOAMC's assessment system. The Cabinet is composed of administrative officials from all of the academic and auxiliary functional units of the college as well as various faculty and staff association officials. The Assessment Coordinator and the Assessment Steering Committee evaluate student assessment and make recommendations about the assessment process.

Northern Oklahoma College

The Northern Oklahoma College (NOC) Annual Assessment Report contains data requested by the State Regents in addition to institutional policies and procedures regarding current and planned assessment measures. Aggregate assessment data are provided in the areas of entry-level, mid-level, program outcomes, and student satisfaction assessment. The data collected during the assessment process will lead to instructional improvements and, in turn, greater student success.

Entry-Level Assessment:

First-time freshmen entering NOC in the 1995-96 academic year were evaluated by ACT scores, secondary testing, and curricular deficiencies. NOC used the ACT subject scores as the primary placement tools for entry into college-level courses. Based on the ACT subject scores, 34.9 percent of the students were placed into college-level mathematics and 46.9 percent were placed into college-level English.

In addition to ACT testing, students were tested with an institutionally designed mathematics diagnostic test (NOC math) and ACT Assessment of Skills for Successful Entry and Transfer (ASSET) tests in writing skills, reading, and numerical skills. The reading and numerical skills tests were required of all pre-nursing students. Of the 597 first-time freshmen, 141 had high school curricular deficiencies. Although the number of students removing deficiencies in mathematics was small (22 percent), many students required more than one remedial course. Some applied science majors (e.g., Nursing) do not require college-level mathematics for degree completion.

Students enrolled in remedial courses were tracked from their entry in a remedial course in the fall 1995 semester to the next remedial or a college-level course in the spring 1996 semester. Two hundred ten of the 387 students enrolled in remedial mathematics courses in the fall 1995 semester successfully completed the course; a pass rate of 54 percent. Of the students who were successful, 81 (39 percent) progressed to the next remedial level mathematics course in the spring 1996 semester with a 60.5 percent success rate. One hundred fifteen (55 percent) of the students who successfully completed remedial mathematics courses in the fall progressed to college-level mathematics in the spring 1996 semester with a 74 percent success rate. Seventy percent of the 122 fall 1995 remedial English students successfully completed the course. Eighty-seven of these students enrolled in college-level English in the spring semester and achieved a 75 percent success rate. Eighty-one percent of the 32 students who enrolled in a remedial science course in the fall semester successfully completed the course. Only six of these students enrolled in college-level science courses in the spring semester, but all successfully completed the course.

Mid-Level Assessment:

In spring 1996, 309 students took the ACT Collegiate Assessment of Academic Proficiency (CAAP) test to assess general education outcomes. When NOC mean scores were compared to the national norm of all sophomores, the results showed that NOC students scored above the national norm in mathematics, critical thinking, and in reading. NOC students scored the same as public two-year college sophomores on the writing component.

Program Outcomes Assessment:

During the assessment of program outcomes, the transfer programs were grouped into one cluster for review. The outcomes of these programs measured the success of students who transferred to regional and comprehensive universities. The CAAP test was administered to students enrolled in transfer programs. Results of the CAAP showed that NOC students scored above the national norm for two-year colleges in the areas of critical thinking, reading, and mathematics. Scores in effective writing were slightly below the national norm prompting faculty to place greater emphasis on writing assignments in the curriculum. During the 1995-96 academic year, 1,804 students were enrolled in transfer programs. These students were given the ACT Student Opinion Survey (SOS) during their semester of graduation. Results of the survey indicated that students gave higher satisfaction ratings to services offered at NOC than the national sample. NOC also surveys alumni from the transfer program. Results of the fall 1995 alumni survey revealed that 24.0 percent of the alumni responded "exceptionally well" when asked how well NOC prepared them for their continuing education, and 59.7 percent responded "definitely yes" when asked if they had to start over, would they choose NOC again. These ratings are higher than the national norm ratings of 17.1 percent and 42.3 percent, respectively. Special services offered to the students enrolled in the transfer programs includes a high-tech interactive TV education for students in the Enid and surrounding areas, courses in note-taking and study techniques, and tutorial labs in a variety of areas. Fifteen additional programs were identified as requiring individual assessment. These program reviews utilized information gained from student surveys, standardized tests, job placement, institutional data, and self-studies.

Student Satisfaction Assessment:

Surveys of student satisfaction have been conducted for approximately eight years. The standardized SOS has been administered for the past four spring semesters. NOC surpassed the national norm in many important areas. One such area is overall satisfaction. Fifty-nine percent of the students stated that they would definitely choose NOC again and 23.6 percent stated that they would probably choose NOC again. The national norms for these two areas were 35.3 percent and 35.0 percent, respectively. An excellent rating was given by 50.3 percent of the NOC students as their overall impression of educational quality as compared to the national norm of 28.4 percent. This rating represents a four-year high in the students' impression of the overall quality of NOC.

The SOS assesses students' use of various services. Most NOC students use the academic advising and course planning services (75.0 percent), library (76.4 percent), financial aid services (57.2 percent), college orientation program (54.5 percent), and computer services (49.3 percent). Of the 17 services assessed, NOC showed higher percentages of use in 12 of the areas than the national sample.

Also, NOC graduating sophomores indicated greater satisfaction in every area assessed than did the national norm. The services receiving the highest satisfaction ratings included college sponsored tutorial services, veterans services, personal counseling services, credit by examination services, and class size. Services receiving the lowest satisfaction ratings included industrial arts/shop facilities, the student's voice in college policies, parking facilities and services, student government, and the cafeteria/food services.

Administration:

The administrative responsibility for the implementation of university-wide assessment rests with the Assessment Coordinator. Institutional Assessment Committees meet on a regular basis to review the assessment results and evaluate the assessment process. The President and Vice President of Academic Affairs are consulted regarding changes in the assessment process.

Tulsa Community College

Tulsa Community College (TCC) continues to firmly integrate its assessment system with the TCC mission and objectives. Furthermore, TCC's assessment process revolves around instruction, student services, marketing, and resource management. This assessment process is founded on the commitment toward identifying data indicators that facilitate student performance. To that end, members of the Assessment and Institutional Effectiveness Committee believe that results of the assessment report lend support to the effectiveness of TCC's assessment plan. Activities will be promoted to further integrate these results for faculty and staff development and strategic planning.

Entry-Level Assessment:

Entry-level assessment has been an on-going process since TCC opened in 1970. Reflecting the goal of continuously striving for the most salient assessment process (e.g., implementation of secondary placement tests), TCC's current assessment plan was adopted in 1991. TCC uses high school transcripts, work experience, ACT scores, and Computerized Placement Test (CPT) scores to place entering freshmen.

A higher percentage of students had less than 19 in mathematics (57.2 percent) than any other subject area. This was followed by 44 percent in the English ACT subject score, 39 percent in science, and 36 percent in reading. Results from secondary placement testing showed that 17 percent indicated placement into college-level mathematics, 65 percent into college-level English, and 56 percent into college-level reading.

The Office of Institutional Research began a series of studies to examine the effectiveness of placement strategies in mathematics based on CPT cutscores. The preliminary results of the study indicate that students who take remedial mathematics courses perform in college-level mathematics courses as well as students who are not required to enroll in remedial mathematics. After a committee reviewed the entry-level assessment plan, data collection methods, and communication of results, it was recommended that entry-level assessment is sufficient to meet TCC's needs. The committee also recommended that research efforts to examine the relationships between cutscores and subsequent student achievement should continue.

Mid-Level Assessment:

TCC continues to utilize the College Boards' Academic Profile (Profile) to assess: college-level reading, college-level writing, critical thinking, and mathematics. Three groups of students enrolled in Cultural Geography 1040 and at various stages of completion of the general education requirements took the test: (1) students who had completed between zero and twelve credit hours of general education, (2) students who had completed between 13 and 24 credit hours of general education, and (3) students who had completed 25 or more credit hours of general education courses. The results of these tests showed that, of the 289 students in the study, those who had completed 25 or more hours of general education courses consistently scored as well as or better than students in the other two groups. Also, TCC students scored higher than the national average for two-year colleges.

Program Outcomes Assessment:

Program outcomes assessment at TCC is measured using instructor/course evaluations, graduate student surveys, employer surveys, student transfer data, and program accreditation and certification records. Based on the evaluations, approximately 77 percent of the students agree or strongly agree that the value of the course they took was excellent. Over 80 percent of the responding students agree or strongly agree that the knowledge, preparation, and overall effectiveness of the faculty are rated very high.

Graduate student survey results are collected annually, approximately six months after spring graduation. Of the 1,496 TCC graduates for the 1995-96 academic year, 264 (18 percent) completed and returned the survey. A majority of the responding graduates reported positive perceptions toward Admissions and Registrations, campus police, support facilities, student activities, food services, faculty and courses. Respondents indicated that increased communication of the Counseling Center services may be warranted.

Employer survey results are collected in collaboration with the graduate student surveys. Ninety-nine employers of TCC graduates completed and returned the survey. Over 90 percent of the responding employers reported that TCC graduates' performances are above average to excellent, and over 95 percent indicated that they are satisfied or very satisfied with the TCC graduate.

Student transfer data are provided annually to TCC from area comprehensive and regional universities. The average GPA of TCC students who transfer to comprehensive and regional universities (2.66) is comparable to their performance at TCC prior to transferring (2.33).

Specific program outcomes data are collected by programs as part of the accreditation and/or program evaluation process. Graduates of TCC's Nursing and Allied Health programs perform at very high levels when they complete their licensure and certification exams. During the 1995-96 academic year, four program areas had 100 percent pass rates for the graduating class: Dental Hygiene, Medical Assistant, Occupational Therapy, and Physical Therapy. The Nursing program's licensure exam pass rate was 90 percent, the Medical Laboratory Technology program's pass rate was 84 percent, and the Radiography program's pass rate was 89 percent.

Student Satisfaction Assessment:

The student satisfaction segment of TCC's assessment plan is intended to generate student feedback and appraisal regarding the extent that TCC is meeting educational needs. Furthermore, this information is directly utilized by many referent groups within TCC to improve instruction, create new programs or services, identify dysfunctional elements, and improve or adjust existing program delivery systems.

The Office of Institutional Research has implemented a wide and varied strategy for assessing student satisfaction. Specifically, overall and specific satisfaction areas were investigated via the graduate student survey, withdrawing student survey, touch-tone satisfaction survey, and course/instructor evaluations.

Results of these surveys are provided to all faculty and staff of TCC via electronic mail. These data are used to facilitate decision-making on program improvements, implementation of services, and evaluation of services currently available.

Overall, results of the student satisfaction assessment procedures were positive. Areas of concern identified by students included such areas as parking, financial aid, and enrollment/registration. TCC continues to purchase and/or develop parking spaces. Additional recommended changes include more questionnaire utilization specific to service areas. TCC is currently examining the implementation of a college-wide customer service questionnaire to meet this need.

The internal audit committee, comprised of faculty and staff, specifically recommended that additional efforts be made to communicate results of these surveys to a larger population of faculty and staff. Specifically, the audit committee recognized the influence of student satisfaction to student retention. Involving a larger population of faculty and staff should assist in TCC's enrollment management efforts.

Administration:

Ultimate responsibility for TCC's assessment efforts rests with the Executive Vice President. The Assessment and Institutional Effectiveness Committee, with the cooperation of the Office of Institutional Research, performs an annual evaluation of the assessment system. This committee reviews annual assessment evaluations by each discipline and service area and submits recommendations to the Executive Vice President.

Oklahoma State University Technical Branch-Oklahoma City

The Oklahoma State University Technical Branch-Oklahoma City (OSUTB-OKC) Assessment Plan was developed by representatives of all academic areas and student services. The present report describes the 1995-96 entry-level, mid-level, program outcomes, and student satisfaction assessment efforts. Each section includes assessment objectives, the relationship of the objectives to the OSUTB-OKC mission and functions, the numbers of students assessed, how those students performed, and the institutional response to the assessment.

Entry-Level Assessment:

OSUTB-OKC uses ACT and ACT Assessment of Skills for Successful Entry and Transfer (ASSET) scores to place incoming students. Students who score 19 or above on the English, mathematics, and reading subject tests are placed in college-level courses. Analyses of the ACT scores of first-time freshmen showed that of the 616 ACT reading scores, 52 percent indicated a need for secondary placement testing. Fifty-four percent of the English ACT scores and 60 percent of the mathematics ACT scores were also below 19.

Students who are 21 years old or older, students without a 19 on any ACT subject test, and transfer students are given ASSET tests. A student whose ASSET score is below the minimum cutscore must take the appropriate remedial course and pass the course with a grade of "C" or better before progressing to the next course level. In order to maximize the opportunity for students to succeed, the faculty has determined that students scoring within two points of the cutscore are permitted to take a higher level course if they choose, but are cautioned that they may need to devote more time to the course. Results of the ASSET tests taken by the 1995-96 first-time freshmen showed that 34 percent of the 686 English tests, 35 percent of the 635 reading tests, and of the 650 mathematics tests 99 percent were below the placement criteria.

Students in all OSUTB-OKC courses are encouraged to use the Learning Center for free, computer-assisted instruction and tutoring. In addition, two policies aimed at maximizing students' opportunities for success were implemented during 1994-95, and preliminary assessment of these policies was undertaken in 1995-96. These policies involved the expansion of the Students Success Strategies Course and a college-wide early alert program. The mandatory Student Success Strategies course positively impacted student retention, but did not increase student GPAs. The Early Alert System notifies faculty of "high risk" students. Students who fall below a grade average of 70 percent are counseled by the instructor and sent letters from the Vice Provost of Academic Affairs.

The final component of entry-level assessment comprised a report tracking students from remedial courses and monitoring their advancement to the next higher level remedial course or to the college-level course in the sequence. The tracking of students from remedial to college-level courses indicates that 45 percent of students progress to the next higher remedial course within one academic year. Twenty-five percent of the students progress from remedial to college-level courses within one academic year.

Mid-Level Assessment:

The general education program at OSUTB-OKC is assessed by student performance in the Writing Skills, Critical Thinking and Mathematics modules of the Collegiate Assessment of Academic Proficiency (CAAP) which will be administered every three years. Results of the 1994-95 CAAP assessment indicated that use of the Learning Center promoted student success. Results from a 1995-96 study designed to further assess the impact of the Learning Center showed that the average student GPA was higher for students who attended the Learning Center.

Instructional changes in 1995-96 were primarily focused on computer-assisted learning techniques. The use of multi-media in the classroom increased substantially as did student access to computers outside the classroom. Computerized courses in the English department were piloted. These courses were found to be successful and will be expanded to include three sections of Freshman Composition I. Mathematics faculty were required to incorporate computer activities. Preliminary indications are that students can more easily grasp mathematical concepts and procedures when presented through a computer medium. In fall 1996, all Introductory Algebra courses will be computerized. To support OSUTB-OKC's continuing integration of computer-assisted learning with traditional instructional methods, the College has added two new computer classrooms and upgraded existing computer classrooms. This brings to ten the number of computer classrooms.

The Learning Center will maintain and expand its commitment to facilitating student success through creative tutorial services, supplemental courses, computer activities, and examination capabilities. Expanded use of advanced technology in general will be a priority over the next year as well as the increased use of interactive television and full-motion video. The use of OneNet will be encouraged.

Writing Across the Curriculum (WAC) was introduced in spring 1996 and will be expanded and assessed during 1996-97. The primary goal of this program is to standardize the criteria for writing-enhanced courses. The program has surveyed faculty to determine the extent of writing exposure students experience across campus. Faculty were asked to evaluate how their students might incorporate writing into the classroom experience. The current focus of the WAC program is to create a nucleus of writing-component courses across the campus to serves as models. Specific plans for WAC in 1996-97 include the determination of expected outcomes and the selection of an appropriate assessment instrument.

Program Outcomes Assessment:

Most of the campus programs have established plans that assess the outcomes of their graduates. However, each division's plans are in various stages of implementation. Those programs which have finished a complete cycle of program outcome evaluation are reported below. Information is provided regarding the success of OSUTB-OKC's students after they have transferred to four-year institutions as the intended outcome for this group is preparation for upper-division college work.

Nursing outcomes are assessed through licensure exam pass rates and follow-up surveys of both graduates and their employers. Pass rates for the NCLEX-RN exam were 94 percent in fall 1995, and 93 percent in spring 1996. Seventy-six percent of the graduates rated OSUTB-OKC's nursing program as excellent, and 100 percent would recommend the program to others. In addition, 80 percent of the nursing graduates were employed full-time.

Police Science and Interpreter Training students are assessed through employment rates and certification results. Eighty-nine percent of the 104 police science graduates in 1995-96 were employed in a law enforcement agency and 13 of the 15 Interpreter Training students obtained jobs utilizing their interpreting skills. One hundred percent of the Police Science graduates who took the Council on Law Enforcement Education and Training (CLEET) exam, and 100 percent of the Interpreter Training students who took the Quality Assurance Screening test passed.

In response to student needs, the Alcohol and Substance Abuse and Counseling program has implemented several curricular changes. These changes include deletion of a practicum and the addition of the Chemical Abuse and the Family course. A two-plus-two articulation agreement has been established with the University of Central Oklahoma's (UCO) Sociology and Chemical Dependency department. This will provide a seamless transfer for students to UCO.

Horticulture students are assessed utilizing both objective tests and performance assessments. An objective test that will consist of entrance and exit exams will be implemented in fall 1996. Performance assessment takes place as part of the required practicum where students must indicate that they can integrate general horticultural principles with real situations. All of the 15 students who completed this course in 1995-96 passed.

Beginning in 1996-97, the Division of Business will develop expected student outcomes and will pilot several assessment methods. Assessment instruments being considered include comprehensive exit exams, internships, employer surveys, and capstone courses.

The Division of Arts and Science assesses its students through retention and course success rates. During spring 1996, the overall retention rate of students enrolled in general education courses after the third week of class was 79 percent. The student success rates in selected fall 1995 general education courses ranged from 46 percent of 80 percent.

Heating, Ventilation, and Air Conditioning (HVAC) students are given course pre- and post-tests as part of the assessment process. During 1995-96, 79 students from selected HVAC courses participated in these tests. Students tested in the fall had an average pre-test score of 20.8 and the average post-test score of 83.9. Students tested during the spring semester had an average pre-test score of 12.8 and an average post-test score of 82.2.

Another function of OSUTB-OKC is to prepare student to successfully transfer to four-year institutions. Transferring student GPAs at the receiving institution are assessed to determine student success. Four universities have provided feedback regarding the academic performance of OSUTB-OKC students. These universities are the University of

Central Oklahoma, the University of Oklahoma, Oklahoma State University-Stillwater, and Southwestern Oklahoma State University. Transfer GPAs indicated that while the overall GPA of OSUTB-OKC students dropped slightly once they enrolled at the four-year institution, a large percentage maintain GPAs of 3.0 or higher. Seventy-six percent of the transfer students in this study enrolled at UCO. At UCO, approximately 50 percent of all OSUTB-OKC transfer students maintained GPAs of 3.0 or better. At OU, more than 33 percent of all OSUTB-OKC transfer students maintained a 3.0 GPA or better, and at SWOSU, almost 50 percent of all OSUTB-OKC transfer students maintained a 3.0 or better. Of the OSUTB-OKC students who transferred to OSU, only 14 percent maintain a 3.0 or better GPA.

Student Satisfaction Assessment:

Student satisfaction was assessed at OSUTB-OKC by way of two satisfaction surveys. The first survey was administered in fall 1995 to graduates when they picked up their diplomas. The other survey was administered to outgoing students by the Student Affairs office in spring 1996. The graduate survey rated various aspects of college life and the Student Affairs survey rated various college services and experiences. Fall 1995 graduates rated all aspects of their course work as either good or very good including: Quality of Instruction, Content of Courses, Grading/Testing Procedures, and Use of Multi-media. Fall 1995 graduates rated most college services as good, with the exception of job placement, student parking, and the wellness center.

A majority of outgoing students responding to the Student Affairs survey rated as good or excellent college experiences including the enrollment process, the admissions process, and the "one stop shop" concept. Most of these students further indicated that the Counseling Office provided quality time to discuss student course options and transferability. Overall, it appears that most areas of campus are serving students exceptionally well. Areas which received poor responses in the past, such as student parking, student activities, and job placement, appear to have improved. Students now indicated that these services are good to adequate. OSUTB-OKC will continue to monitor student satisfaction in these areas through the graduate and student services surveys. During the 1996-97 academic year, plans are to develop and implement an employer survey of OSUTB-OKC graduates. Also, assessment of students dropping classes, non-matriculating student, and transfer students will be completed.

Administration:

The Assessment Committee reviews, evaluates, and makes recommendations concerning OSUTB-OKC's student assessment policy. The Vice Provost of Academic Affairs and the Vice Provost of Student Affairs have administrative responsibility for the Assessment Committee. Membership of the Assessment Committee consists of faculty and staff from all academic areas and student services.

Oklahoma State University Technical Branch-Okmulgee

Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM) has fully integrated its entry-level assessment procedures with its developmental studies mission. Because the college offers the Associate in Applied Science degree for technical programs, it combines mid-level and program outcomes assessment to measure student learning gain from entry to exit, graduate competency, graduate employment and employer satisfaction with graduates. OSUTB-OKM administers surveys to alumni and new, non-persisting and graduating students to assess student satisfaction.

Entry-Level Assessment:

The primary function of entry-level assessment is to determine placement at the appropriate level for success in mathematics and communications courses within the general education curriculum. The secondary function is the use of the results as a basis to measure gains in basic academic subjects and technical subjects from entry to exit. During the 1995-96 academic year, OSUTB-OKM administered 4,160 Computerized Placement Tests (CPT) to 1,040 incoming students. Students were assessed in Reading Comprehension, Sentences Skills, Arithmetic Algebra, and College Mathematics. A total of 520 students enrolled in 774 remedial courses. Of the 354 first-time freshmen enrolled in remedial courses, 219 students enrolled in remedial English, 73 in remedial reading, 249 in remedial mathematics, and 83 in a remedial science course. A total of 76 percent of the students successfully completed the remedial courses. In some subject areas, OSUTB-OKM awarded advanced standing credit to those students earning exceptionally high scores on the CPT instrument.

All first-time entering students at OSUTB-OKM and transfer students who had completed less than 24 college credit hours at another institution are required to take College Strategies. This faculty-designed general education course prepares students for success in the college environment and includes the following units: Self Confidence and Self Esteem, Time Management and Study Skills, Stress Management, Personal and Career Goals, Computer Based Technology, and Other Technology to Improve Productivity. OSUTB-OKM also provides writing studios and faculty/peer tutoring.

Program Outcomes Assessment:

Students enrolled in technical programs participated in faculty-developed technical skills pre-test/post-test exams. The results of the tests were the basis for measuring learning gains in the technical subjects from entry to exit. The technical pre-test was administered to 493 students enrolled in a program of study for the first-time. The technical post-test was administered to 240 graduating students. Results indicated a modified gain in scores of 57 percent. The graduating students rated a 71 percent on competency attainment. Some departments plan to require the technical post-test for the capstone course and include the results in the grading criteria.

OSUTB-OKM has an exit placement and tracking procedure that assesses post-graduation goals as measured two months after graduation. Results showed that 82 percent of the 370 graduates who were actively seeking employment accepted employment in a program-related field. The average reported initial monthly salary was $1,712. Positive placement including students employed in a program related field, students continuing their education, and students in the military totaled 85 percent.

OSUTB-OKM assessed employer's satisfaction with OSUTB-OKM graduates. The One-Year Employer Survey was mailed to 225 employers, and 102 (45 percent) were completed and returned. Of these employers, 98 percent reported positive experiences with the OSUTB-OKM graduates and would definitely hire another OSUTB-OKM graduate.

New courses have been developed, others courses are planned, and some course content has been modified to better prepare students for on-the-job requirements. Additional industry certification examinations will be made available to graduates. Program and course objectives and competencies are being re-evaluated.

Student Satisfaction Assessment:

Assessment of student satisfaction was accomplished by four survey instruments: the New Student Survey, the Non-Persisting Student Survey, the Persisting Student Survey, and the One-Year Alumni Survey. These instruments were developed and refined using input from students, faculty, administration, professional, and classified personnel. Input from members of the business and industry community was received through the Program of Study Advisory Committee.

The New Student Survey was administered by faculty each semester within four weeks after enrollment closed. During the 1995-96 academic year, 674 students or 56 percent responded to the survey. New students rated their satisfaction with classroom instruction at 96 percent and an overall satisfaction rating of 87 percent. Focus surveys were conducted for the three services which had the lowest satisfaction ratings in 1994-95: Student Financial Services, Residential Life, and the Student Union Cafeteria. Changes implemented based on the focus survey reports resulted in increased satisfaction ratings for all three service areas. Residential life satisfaction increased from 61 percent to 64 percent. Satisfaction with the Student Union Cafeteria increased from 65 percent to 72 percent. The most significant improvement was for Student Financial Services which showed a 12 percent gain in satisfaction from 59 percent to 71 percent.

Non-persisting student surveys were sent to all students within two weeks of withdrawing from the institution. Of the withdrawing students who responded during the 1995-96 academic year, 61 percent cited financial difficulties as a reason for leaving and 55 percent reported employment as a reason for leaving. Sixty-five percent of those responding indicated that they want to return to the institution.

During the summer and fall 1995 semesters, 250 graduates were surveyed. The results of the Persisting Student Survey revealed 82 percent of the graduates were satisfied with institutional services. Services receiving the highest ratings from graduates were curriculum (97 percent), classroom instruction (95 percent), faculty advisement (94 percent), and the laboratory facilities and classroom equipment (92 percent).

OSUTB-OKM alumni are surveyed one year after graduating from the institution. Eighty alumni responded to the survey. Of those responding, 90 percent reported that they are presently employed and 89 percent reported that their educational program fully prepared them for working in their technical fields.

Additional focus surveys are being considered to determine the specific reasons why students are dissatisfied with services. The OSUTB-OKM Alumni Association may aid in the institutional tracking of students for success and satisfaction.

Administration:

The Institutional Assessment Supervisor Committee is ultimately responsible for all assessment activity on the OSUTB-OKM campus. The Provost is the chairperson of the supervisory committee. The Executive Vice Provost and the Assistant Provost of Academic Services are members. The Institutional Assessment Subcommittees are responsible for initiating new assessment efforts. The Institutional Assessment Steering Committee evaluates and makes recommendations regarding the assessment processes. Faculty from all departments are represented on these committees.

Western Oklahoma State College

The Western Oklahoma State College's (WOSC) Institutional Assessment Plan was developed in fall 1992 through the combined efforts of faculty, staff, and administration. The plan was operationalized in the summer of 1993. The Institutional Assessment Review Committee, composed of representative individuals from all areas of the institution, is responsible for compiling, reviewing, and making change recommendations to the WOSC President and WOSC Board of Regents.

Entry-Level Assessment:

WOSC's primary assessment instruments are high school transcripts and ACT subject test scores. The Descriptive Tests and the Nelson-Denny Reading Test serve as secondary assessment tools. All students entering WOSC with fewer than 12 hours of general education college coursework and who plan to take basic academic courses must attend an Admission Clinic. During the Admission Clinic, students are given the Descriptive Test of Language Skills, Descriptive Test of Mathematical Skills, and the Nelson-Denny Reading Test.

Results from the 1995-96 entry-level assessment results showed a continuing need for remedial courses for entering students. Results for the Descriptive Test for Written English administered during the 1995-96 academic year showed that 11 percent of the 667 students tested required remediation in English. For the same period, results of the Nelson-Denny Reading Test showed that 33 percent of the 685 entering students tested required remediation in reading. Of the 670 students tested using the Descriptive Test of Mathematical Skills, 77 percent required remediation in mathematics.

Entering students were also given the Descriptive Test for Critical Reasoning as a pre-test. During the 1995-96 academic year, 201 first-time freshmen took the critical reasoning test. Assessment results also showed that the mean ACT subject scores for WOSC students from March 1995 to February 1996 were 17.9 for science reasoning, 17.6 for English, 19.6 for mathematics, 19.3 for reading, and 19.3 for the composite score.

Mid-Level Assessment:

Mid-level assessment activities at WOSC attempt to measure and determine a value-added gain in the general education outcomes. For its general education assessment, WOSC implemented alternate forms of the Descriptive Tests for English and Mathematical Skills, the Descriptive Test for Critical Reasoning, and an alternate form of the Nelson-Denny Reading Test. All students who apply for graduation from the college are assessed at the mid-level. WOSC compares assessed results between admissions and exit tests of graduates. Of the 196 graduating students taking the Descriptive Test for Written English in 1995-96, 10 percent scored below the remediation cut score of 10; the mean was 16, a .70 point gain over the admission mean score. The Nelson-Denny Reading Test results showed that 12 percent of the graduates scored below the remediation cut score while the overall mean was 14.6, a 1.9 year grade level gain over the admission mean score. Algebra Descriptive Test results revealed that 51 percent of the graduates scored below the remediation cut score of 613. The mean score of 613 was a 4.1 point gain over the admission mean score. It should be noted that not all degree programs curriculum included a mathematics requirement, so many graduates did not remediate mathematics deficiencies or take a college-level mathematics course. The Descriptive Test for Critical Reasoning showed no gain between the admission mean score and the exit score.

Program Outcomes Assessment:

Program outcomes are measured in several ways. Each spring students evaluate their instructors, the scores are compiled, and summary sheets are given to faculty and division directors. Transfer GPAs are compared to determine how graduates are performing at four-year institutions. Graduates in specific fields are also surveyed to determine program satisfaction. Also, passing rates on licensing exams are closely monitored. Other methods for programs assessment such as a pre- and post-test will be considered for next year.

During fall 1995, Invest Learning software was integrated into the remedial curriculum in an effort to accommodate students who enter with varying knowledge levels. WOSC continues to search for effective learning strategies in this area.

Student Satisfaction Assessment:

WOSC measured student satisfaction with the ACT Entering Student Survey (ESS), the ACT Continuing Student Opinion Survey, the ACT College Outcomes Survey (COS), and the ACT Withdrawing-Nonreturning Student Survey. WOSC administered the ESS to 170 day and evening students. Findings indicate that students come to WOSC for goal-oriented reasons such as to prepare for an occupation and they report low interest in social activities. Results from the ESS also showed that 47 percent of the entry students plan to obtain an associate's degree and 28 percent plan to transfer to a four-year institution.

On the ACT Continuing Student Opinion Survey, students listed Health Science (28 percent), Education/Teacher Education (20 percent), and Social Sciences/Community Services (14 percent) as their top occupational preferences. Forty-two percent of the students surveyed plan to transfer to a four-year institution, and 36 percent plan to obtain an associate's degree. On the survey, approximately two-thirds of the students reported overall satisfaction with WOSC. This satisfaction rate has been consistent for the last three years.

On the College Outcomes Survey, graduates indicated that they entered college aspiring to higher education levels than their parents. Upon graduating from WOSC, students reported even higher educational goals than when they entered college. Congruent with other student opinion surveys, the graduates report high satisfaction overall with WOSC. Highest satisfaction ratings were given to faculty respect for students and class size. Job placement services record the lowest satisfaction rating.

On the Withdrawing-Nonreturning Student Survey, withdrawing students reported two major reasons for leaving college: health related problems (personal or family) and conflict between demands of job and college. These responses are consistent with the profile of many WOSC students who are responsible for multiple life roles.

Forty-two former students were surveyed using the Alumni Survey 63 percent of whom rated the overall college services excellent or good. Of those surveyed, both male and female alumni cited location as their main reason for attending WOSC.

Relying on institutional survey results and institutional initiatives, WOSC has responded to student needs in the following ways: (1) developed new cooperative academic programs with Cameron State University and Southwestern Oklahoma State University; (2) obtained a Telecommunications Grant for $80,000 which will offer access to the Internet; (3) renovated the Student Center; (4) developed a Wellness Center; (5) revised the college orientation program known as Success Seminar; and (6) submitted a Title IV Grant for the Student Success Program.

Administration:

The Assessment and Student Organization Assistant is responsible for assisting with the overall application of the assessment plan. The Assistant reports directly to the Director of Counseling and Student Assessment and to the Vice President of Academic Affairs. Tentative findings are presented to the Institutional Assessment Review Committee. This committee of faculty, students, service personnel, and administrative personnel annually evaluates the assessment process and makes recommendations based on the findings.

Redlands Community College

The results of assessment contribute to and are an integral part of Redlands Community College's (RCC) strategic planning and program review process to improve teaching and learning. RCC formed an Assessment Task Force in fall 1991 to begin the formation of its comprehensive institutional assessment system. Because RCC established a program of entry-level assessment as part of its Enrollment Management Plan for students during the 1990-91 academic year, the entry-level assessment process has evolved further than its program outcomes assessment. The program outcomes measures were developed in fall 1993; thus, they are just beginning to have significant impact on the improvement of instruction.

Entry-Level Assessment:

Through the use of high school transcripts, ACT results, and the ACT Assessment of Skills for Successful Entry and Transfer (ASSET) instrument, RCC assesses and places first-time freshmen. Using the ASSET as the secondary placement instrument, RCC tests all students without ACT scores, those who score below 19 on ACT subject tests, and those who have high school curricular deficiencies. In addition, the Collegiate Assessment of Academic Proficiency (CAAP) is administered to 100 first-time freshmen as a pre-test.

During fall 1995, 79 percent of all first-time freshmen required secondary assessment and 42 percent required remediation. Of the first-time freshmen with an ACT subject score of less than 19, 99 percent required secondary testing. Results from secondary testing showed that 47.3 percent of these students needed remediation in at least one area of study. Results of the ASSET test administration determined that 69 percent of the students required remediation in reading, 53 percent in English, and 56 percent in mathematics. Fall 1995 ACT Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Skills Tests mean score of 56.9 was slightly lower than the fall 1994 mean of 57.1

RCC recommends to remedial students that they take either a study skills course or a college survival course in conjunction with remedial course work. The college also offers peer tutoring for all students.

Mid-Level Assessment:

RCC administers the CAAP to 100 graduating sophomores to assess general education. The spring 1996 mean scores for the 100 graduating sophomores are unavailable at this time. The ACT Computer-Adaptive Placement and Support System (COMPASS) assessment was purchased to be used for evaluation of general education and will be implemented during 1996-97.

Program Outcomes Assessment:

RCC faculty employs various program assessment instruments that include faculty-designed tests, individual student portfolios, class project portfolios, licensure exams, and transfer student success at four-year institutions. Some outcomes measures require financial resources for implementation and are being implemented as the institutional funds become available.

As part of the Nursing Program outcomes assessment, spring 1996 license exam results showed that 55 percent of the first-time test-takers passed. The Emergency Medical Technology (EMT) Program reported that 46 percent of the test-takers passed the national licensure exam in either EMT Intermediate or EMT Paramedic.

The Business Program implemented class project portfolios in the management, marketing, and general business areas. The process of sharing instructions for completing the portfolios, evaluating the portfolios, and suggestions for curriculum improvement has been implemented effectively. Computerized assessment for the Office of Automation and Technology and the Computer Science applications will be implemented for all graduating sophomores during spring 1997. The accounting and economics courses use a pre-test and post-test to measure student growth in each of the courses. All classes made significant gains in their post-test scores.

Results from the Agriculture Program showed that students transfer successfully to four-year institutions. There is greater demand for horsemen from the Equine Program than students to fill the positions. All nontransfer students have been able to find employment in a related occupation.

Approximately 59 percent of the students attending RCC enter the institution indicating that they plan to complete an associate degree; another 29 percent indicate that they plan to transfer to a four-year institution. RCC uses information provided by four-year institutions to assess the success of transfer students. Comparisons of GPAs and review of individual performance in specific classes assists in assessing the effectiveness of the academic programs. RCC conducts follow-up in the areas where students are less successful than would have been anticipated. If curricular changes are required, the changes are implemented where feasible.

The English Department is evaluating the revised curriculum implemented as a result of findings during the 1994-95 assessment process. The Social Science Department reports the program outcomes are being revised to reflect the changes in curriculum resulting from departmental reorganization. The Mathematics Department continues to use assessment findings to refine its curriculum. Student retention received increased emphasis.

The Science Department provides general education courses for all Associate of Arts and Associate of Applied Science degree-seeking students, as well as support courses for occupational/technical programs. The report identified areas for curriculum modification based on student success upon transfer and results of national licensure examinations and skill tests.

The Health, Physical Education, and Recreation Program uses a variety of measures to evaluate majors. The outcomes measures showed that from 83 to 100 percent of all students were able to demonstrate proficiency in all of the program objectives.

Student Satisfaction Assessment:

The ACT Student Opinion Survey (SOS) for two-year college students was administered to all graduating sophomores who were participating in the commencement exercises. The results showed that cost, location, and class size were the primary reasons students selected RCC. Evaluation of the responses relating to instruction and instructional services will assist in developing the schedule of classes, modifying instructional support services, developing new instruction support services, and planning staff development activities. Analysis of student responses showed that the times that course are offered, the variety of courses, and the facilities and equipment were areas that will be given special review. The information is also used by Student Services to evaluate their services, to modify existing services, and to develop new services. Results are forwarded to advisors.

Administration:

The Vice President for Instructional Services and the Vice President for Student Services are responsible for administration of the assessment process. Faculty from all instructional divisions are represented on the Assessment Committee which is responsible for reviewing and developing assessment policies for RCC. The Instructional Council, Student Affairs Committee, and Academic Affairs Committee share responsibility for overseeing the assessment process and evaluating its performance.

Carl Albert State College

Carl Albert State College (CASC) recognizes that no assessment program is ever "final;" rather assessment must be an ongoing cycle of measurement, evaluation of data, and change. CASC continues its assessment cycle with the implementation of assessment activities, the evaluation of the data and the processes, and the use of the assessment input as a guide to meaningful change and the attainment of the institution's mission and goals, and specifically the following objective: to provide an assessment approach that involves students' entire college experiences to insure that students are prepared to meet their goals and to assess the effectiveness of the college through its academic programs and employees.

Entry-Level Assessment:

To provide students with an appropriate level of advisement and course placement, CASC uses a variety of entry-level assessment instruments. In 1995-96, CASC used high school transcripts and ACT subject scores for entry-level placement. All entering freshmen were required to take the ACT. Students who were younger than 21 and who scored less than 19 on any of the ACT subjects tests were offered secondary placement testing: the Nelson-Denny Reading test and instructor-written tests in English, mathematics, and science. Students who did not demonstrate proficiency through secondary placement testing were required to enroll in remedial courses. During the 1995-96 academic year, 737 secondary placement tests were administered; 70 percent of these tests indicated placement in remedial courses: 46 percent in English, 72 percent in reading, 82 percent in science, and 85 percent in mathematics. Mathematics continues to be the academic area with the highest number of skills deficiencies.

The remedial courses are evaluated by tracking students from remedial to college-level courses. Over 70 percent of the students enrolled in English, reading, and science courses were successful. Seventy-four percent of the students enrolled in remedial English successfully remediated the deficiency; 73 percent of the students enrolled in remedial reading successfully remediated the deficiency; and 76 percent of the students enrolled in remedial science successfully remediated the deficiency. Students enrolled in remedial mathematics courses were not as successful; only 58 percent of these students successfully remediated the mathematics deficiency.

The Freshmen Inventory and the ACT Collegiate Assessment of Academic Proficiency (CAAP) were Freshman Orientation 1111 requirements. The CAAP critical thinking test was given as a pre-test and will be compared with a post-test given during mid-level assessment. The Learning and Study Skills Inventory (LASSI) and the Career Occupations Preference System (COPS) were optional for these students. Advisors discussed the results of these surveys with students to assess motivation, self-concept, and goal-setting.

Entering freshmen who are 21 years old or older who did not meet the 11-unit high school core curriculum requirement, regardless of ACT scores, were required to enroll in corresponding remedial courses. Students who have performance or curriculum deficiencies must remove the deficiency within the first 24 credit hours of enrollment and before enrolling in any general education courses in the corresponding areas of study.

In fall 1996 CASC began using the Accuplacer Computerized Placement Test (CPT) as the secondary assessment measure. Also beginning in fall 1996, adult students were not required to take the ACT; they could elect to take the CPT. Based upon entry-level assessment data, certain recommendations for instructional change were made. In fall 1996, the college hired a Development Studies Director/Developmental Mathematics Instructor who has reviewed the entire mathematics curriculum and is now revising the remedial mathematics course content and teaching methodologies. These revisions will be instituted in the spring 1997 semester.

Mid-Level Assessment:

CASC has chosen the CAAP to assess its general education outcomes. The college has tested students completing their general education core curriculum in the spring 1993, '94, '95, and '96 semesters. In March 1996, 218 students who had completed 45 hours took the CAAP. The results indicated that these students were within a 0.5 scaled score of the national means in all tested subtest areas: Mathematics, Reading, Critical Thinking, Science Reasoning, Writing Skills, Algebra Skills, and Reading.

Program Outcomes Assessment:

CASC assesses all students who are completing academic programs to determine each student's ability to meet the program objectives. In addition to licensure results, other assessments for program outcomes include pre- and post-tests, course-embedded assignments, and post-transfer GPA. The number of majors, the number of full-time-equivalent students generated, and the graduation rates for each program during the past five academic years are also considered important indicators of program outcome.

CASC transfer data from regional and comprehensive institutions showed that CASC students maintained a GPA well above a "C" average. Students enrolled in the Division of Allied Health participated in licensure exams. Eight-seven percent of the Nursing students passed the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and 90 percent of the Physical Therapist Assistant students passed the State Boards of Physical Therapy exam.

Student Satisfaction Assessment:

The ACT Student Opinion Survey (SOS), the CASC Evaluation of Academic Advising Survey, and the CASC Student Appraisal of Teaching Survey are used to determine student satisfaction. Results of the advising and teaching surveys are used for improvement of individual faculty performance. The SOS is administered on an 8-month cycle and therefore reported every other year.

During the 1995-96 academic year, the CASC Alumni Survey was mailed to 250 graduates with a response rate of 28 percent. Of the 70 alumni responding, 64 rated their CASC education experience as being very important or important in reaching their career goals. Students who completely withdrew from CASC were given a CASC Withdrawing Student Survey. Thirty-four students completed the withdrawing survey during the 1995-96 academic year. When asked the most important reason for leaving CASC, most students responded with concerns for money problems, family/personal difficulties, health issues, work-related conflict, or wanting to take a break from college.

Administration:

CASC established an Assessment Committee in July 1991. The Assessment Committee, comprised of a cross-section of faculty and professional staff from the entire institution, continues to guide the assessment process. The Assessment Coordinator reports directly to the Vice President of Academic Affairs and administers the assessment instruments, collects data, and reports assessment results to students, personnel, governing bodies, and accrediting agencies.

Seminole State College

Seminole State College (SSC) is a rural, public two-year college that serves a disproportionately high percentage of first-generation students, students from small high schools, and students who are of non-traditional college age. SSC established an Assessment Committee in the fall of 1991 and charged the committee with developing a comprehensive assessment plan for the institution. As a result, assessment activities have been in place for all four-levels since 1993. This process is seen as providing an accurate picture of the value-added gains of students in remedial, general education, occupational preparation, student satisfaction, and program outcomes.

SSC maintains the philosophy that college assessment programs and related assessment activities are not intended to identify "bad" educational programs. Instead, assessment is based on the presumption that no service area or program should be considered so perfect that it is beyond improvement. Therefore, changes within the operational procedures of SSC are to be expected, are healthy, and are desirable.

Entry-Level Assessment:

The purpose of entry-level assessment is to provide an efficient methodology to place new students in coursework that is appropriate for their educational skill levels. When this is effectively done, the probability is increased that students who are beginning their initial college studies will have a positive and beneficial experience upon which they can build their educational goals. Having this type of inaugural experience is seen as a key link that aids student persistence in his/her college studies.

Entry-level assessment begins with a review of high school and college transcripts to determine any academic deficiencies. In addition, students whose high school class has graduated within the two years preceding their enrollment at SSC are required to take the ACT to identify any performance deficiencies. Students who have not successfully completed the high school core course requirements, who have an ACT subject score in reading, mathematics, English or science reasoning below 19, or who did not take the ACT are required to take secondary testing in the appropriate subject area. SSC students who have an academic or performance deficiency are administered the ACT Computer-Adaptive Placement and Support System (COMPASS) or the ACT Assessment of Skills for Successful Entry and Transfer (ASSET) exams. SSC utilized the ASSET test as the primary secondary placement test until September 1994, when the COMPASS computerized test system became the primary secondary placement test. The ASSET is now used as a backup system in instances when the student requests not to be tested on a computer. Students with limited science background seeking enrollment in Chemistry are required to take the Toledo Chemistry Placement exam prior to enrolling in a college-level Chemistry course.

The secondary placement test results from either the COMPASS or the ASSET determine whether the student is adequately prepared for college-level studies or if the student must enroll in remedial courses. Results from the 1995-96 secondary placement test showed that 86 percent of the students who took the mathematics COMPASS were placed in remedial mathematics; 43 percent of the students who took the English COMPASS were placed in remedial English; 26 percent of the students who took the reading COMPASS were placed in remedial reading; and none of the four students who took the science COMPASS was placed in remedial science.

The percent of students who successfully completed remedial courses were: 57 percent in reading, 71 percent in English, 81 percent in basic mathematics, 76 percent in elementary algebra, 89 percent in intermediate algebra, and 85 percent in science. Seventy percent of all students completing a remedial course were successful and finished with a grade of "C" or better.

Mid-Level Assessment:

SSC mid-level assessment evaluates value-added gains derived from the college curriculum. Data are collected through assessment activities that focus on student progress in areas that SCC has identified as important for continued academic success.

The most fundamental skill demanded of any college student is reading. It is critical that students have a level of reading comprehension that will allow them to deal with course and text book materials. SSC has established a process that examines the success of students who have enrolled in a remedial reading course. This study identified three components to measure student success. First, using the Nelson-Denny Reading test, SSC compares measurable improvements made in reading, comprehension, and vocabulary. Second, student outcomes as indicated by course grades are considered. Third, course outcomes are measured for the remedial course and the subsequent college-level reading course. By assessing these three components, SSC is better able to form a realistic view of the progress achieved by students in reading.

A second method of mid-level assessment focuses on the progress of students in completing the required progression through core courses. Student data are reviewed for students who have completed both the English Composition I class and the English Composition II class. Aggregate data are reviewed in three ways. First, the number of students who achieve a final course grade of "C" or better in their Composition I class are measured. Second, the final grades for both classes are considered. Third, the proportion of eligible students who immediately progress to the next level of English instruction is measured.

SSC assessment utilizes course-embedded procedures which evaluate progress beyond the traditional method of end-of-course grades. Each semester faculty members select an aspect of their course from their course objectives and then determine which of the approved methods of assessment is best suited to measure student progress toward the objective. The faculty can then develop course improvement strategies from the information collected.

The fourth mid-level assessment activity is the review of cumulative credit hours and cumulative grade point averages of SSC students. Examination of the data gives an overall view of the general progress made by the entire student population. Aggregate data collected allow the institution to generate longitudinal comparisons, to explore the progress of specific subgroups within the general student enrollment, and to maintain a high degree of internal validity. Analysis of student data assists the institution in evaluating the effectiveness of overall programs with regard to subgroups within the college.

Program Outcomes Assessment:

SSC uses outcomes assessment procedures to collect student data as they complete their program of study. This assessment area is intended to determine whether SSC students are able to perform effectively in a university or employment setting. Two principle procedures are used to accomplish this process.

The first outcomes procedure involves a comparison of GPAs for students who transfer to four-year institutions. Students are divided into two groups: those who graduated from SSC before transferring and those who transferred before completing an associate's degree at SSC. The comparison of GPAs gives SSC a measure of how well students are prepared and how well they performed at their next educational institution. The majority of students who remain at SSC beyond 30 hours transfer with higher GPAs and tend to maintain higher transfer and cumulative GPAs.

A second method examines the outcomes of two applied science degree programs. SSC compares the completion rates for Nursing and Medical Lab Technician graduates with their performances on respective professional certification and licensure examinations. This comparison allows SCC to examine longitudinal data regarding student outcomes.

Student Satisfaction Assessment:

Student satisfaction assessments at SSC are based on the assumption that understanding the perspectives of students and other constituencies will allow SCC to better serve diverse educational needs. The efforts in this area focused on two groups: student concerns and the opinions of off-campus constituents.

Student opinions were collected through a variety of methods. A random sample of non-matriculating students was surveyed by phone to determine their plans for the academic term and the reasons they did not attend SSC. A similar survey was conducted with a random sample of students who were enrolled at SSC for the previous fall term, but who did not graduate and did not return to SSC. The purpose of both surveys was to gain an understanding of why students leave SSC.

SCC also surveys students who officially withdraw from their courses. Students identify whether they are dropping all or part of their enrollment. The survey is directed toward discerning reasons for a change of enrollment. The intent in both instances is to conduct population studies of all students who withdraw from any amount of coursework. This process allows the college to gain insights into the similarities and differences in concerns of students who initiate a partial or complete withdrawal.

The college also is interested in the opinions of students who remain enrolled at SSC through the completion of their associate degrees. SSC annually sends survey forms to all graduates of the previous academic year. These surveys allow the institution to determine the perceptions of graduates on particular aspects of college operations and personnel.

Information from the alumni surveys guides efforts to revise and increase the emphasis of key areas identified.

The final area of student satisfaction assessment surveys the perceptions of two off-campus groups. The first group is the recent employers of SSC graduates and the second group is composed of community members from the SSC five-county service area. These surveys allow the college to measure the views of the surrounding communities concerning the quality of education and training being provided at SSC.

Administration:

The Vice President for Academic Affairs and the Vice President for Student Affairs are responsible for supervising the institutional assessment initiatives. The Director of Assessment is responsible for designing, reaffirming, and implementing the operational processes required for the collection of data, the preparation of project reports, and the making of recommendations. An Assessment Committee, made up of representatives from various SCC entities, provides a link between the information being sought and the specific methodology to be employed. Reports and recommendations from the Director of Assessment and the Assessment Committee are directed to the appropriate institutional committee and administrative entity who oversees the areas evaluated. Executive summary reports are routinely made available to the entire campus.

Rose State College

Rose State College's (Rose) assessment efforts begin with appropriate placement in courses based on reading, writing, and mathematical proficiency levels with the goal that students will be adequately equipped to earn a grade of "C" or better in the respective courses. Each course is instructionally designed to actively engage students in learning and builds on their current knowledge base and skills toward the next course in the sequence. Materials and services made available to students include: tutoring, workshops, counseling, labs, learning resources, and more. General education courses build a foundation of knowledge and skills for effective communication and critical thinking. Major courses build content knowledge, skills, and a way of thinking within that discipline.

Entry-Level Assessment:

During 1995-96, 11,790 College Board Computerized Placement Tests (CPT) were administered and 61 percent of the students scored at levels indicating the need for remediation. In 1993-94, 74 percent of the CPT scores indicated a need for remediation, and in 1994-95, 68 percent indicated a need for remediation.

Of the 5,887 ACT subject scores submitted, 43 percent were below the cutscores of 19 and indicated a need for remediation. In 1993-94 and 1994-95, 51 percent of the ACT subject scores were below the cutscore and indicated a need for remediation. Fifty-five percent of the 17,677 ACT and CPT test scores submitted in 1995-96 mandated placement in remedial courses. This compares to 63 percent in 1994-95 and 67 percent in 1993-94. The facts that fewer CPTs were administered during 1995-96 than in previous years, that a smaller percentage of the CPTs administered were below the cutscores, and that a smaller percentage of ACT subject scores fell below the cutscore of 19 indicate that students appear to be arriving at Rose slightly better prepared for placement in college-level courses.

Of the 6,115 enrollments in remedial courses, 53 percent resulted in a grade of "Satisfactory," 32 percent in a grade of "Unsatisfactory," and 15 percent in a "Withdraw." A larger percentage of students achieved a grade of "Satisfactory" during 1995-96 than in the previous two years.

In response to the concern for student perception of remedial course placement, Rose provides workshops promoting the concept that effort and strategies are keys to academic success. Rose is actively providing opportunities for students to progress incrementally from pre-college levels to college-levels. The workshops are designed to support and promote the open door policy and mission of the college.

Methodologies supporting student improvement include career planning, study skills, and Steps for Success Workshops. Tutoring, disabled student services, and the educational planning course also promote student achievement. In addition, centralized enrollment has been initiated. First advisement workshops, career services in the classroom, a student enrollment center, and assessment of the placement process will be studied in 1996-97. This study will evaluate the students' CPT, ACT Computer-Adaptive Placement and Support System (COMPASS), ACT scores, and course grades from a sample of students currently enrolled in various mathematics courses.

Interest in the success of remedial students prompted a comprehensive study to track fall remedial classes for several semesters. Mandatory course placement may have contributed to improved pass rates in mathematics and stabilized pass rates in reading, English, and science. The study will continue to monitor the pass rates and flow of students in 1996-97.

Mid-Level Assessment:

Students assessed at mid-level had a minimum of 45 credit hours and had completed their general education requirements. The 875 assessed students were an average age of 30 and a median age of 27. The average age was three years older than that of the general student enrollment of 27. The mid-level students' average GPA was 2.90, and they had completed an average of 2.87 years at Rose.

In addition to the annual student characteristics, a mid-level survey of faculty was conducted. Instructors teaching general education courses or introductory courses were asked whether they taught or reinforced certain skills in reading, writing, mathematics, and critical thinking. The purpose of the survey was to provide faculty teaching reading, writing, mathematics, and critical thinking with a list of courses and instructors who are actively promoting general education skills, and to encourage an across-the-campus awareness of reading, writing, mathematics, and critical thinking skills.

Comparisons of student groups within the mid-level to the fall 1995 first-time students indicated that students were progressing academically. Current interest is in exploring the opportunities for defining and refining the general education program.

Program Outcomes Assessment:

Six hundred forty-five students completed degrees and/or certificates at Rose in 1995-96. The average GPA was 3.01, and the average length of time on campus from registration to graduation was six years including stopout periods.

The faculty and staff have developed assessment plans which include goals and objectives, measurements methods for the goals/objectives, and results data. The first-time, full-time fall cohort retention study has been in place long enough that patterns are evident. Approximately 73 percent of the first-time, full-time fall students return the following spring semester and 47-48 percent return the following year. A study of student withdrawal and return patterns followed. Initiatives to encourage student return are being considered.

Records of students transferring to ECU, OU, SWOSU, and UCO have been analyzed. Overall, students with over 30 credit hours or an associate's degree have a higher GPA than those transferring with under 30 hours or without an associate's degree. The total number of students transferring was substantially lower than the campus had expected. A study of graduates' majors followed. A larger proportion of students are completing professional degrees than in earlier years.

Special studies have been conducted to monitor programs in advanced placement, concurrent enrollment, honors, and educational planning. The number of students enrolled in concurrent and honors courses is increasing, and students are achieving at above average levels. The Advanced Placement Testing Study reported that 16 students used Advanced Placement testing to gain credit for 94 college credit hours.

Student Satisfaction Assessment:

Rose distributed the ACT Student Opinion Survey (SOS) to samples of current students and graduates during 1995-96. The top three reasons for attending Rose continue to be (1) courses offered, (2) low cost of attendance, and (3) convenient location. The library and learning resources facilities were used by 86 percent of the student sample and by 92 percent of the graduates. The ratings on a five-point scale were above 4.4. from both groups. The Learning Resources Center is being utilized by 86 percent of the students and received a rating of 4.4.

Each spring, the Office of Institutional Research and Effectiveness surveys a sample of the graduates as they apply for caps and gowns. The 1995-96 student graduate survey is still being tabulated, but at submission of this report, 200 surveys had been returned. Eight percent of the surveys returned indicated that the graduates were not in the job market and 45 percent were planning to continue their education. Twenty-nine percent of the graduates were employed, and 17 percent were searching for jobs. Surveys were also sent to employers of recent Rose graduates.

Administration:

Responsibility for monitoring, reporting, and evaluating the assessment process at Rose rests with the 26-member Assessment and Institutional Effectiveness Campus Committee. Each academic division has an assessment committee which sends two representatives to the Campus Committee. Each of the division assessment committees allows for student representation. The Campus Committee provides research for summarizing student progress, evaluating student learning with assessment, providing diagnostic feedback to faculty, and reporting actions taken as a result of assessment. The Director of the Office of Institutional Research/Assessment assists Campus Committee efforts.

Oklahoma City Community College

Oklahoma City Community College (OCCC) organized an Assessment Committee to focus on student outcomes and student placement in 1985. This committee, composed of faculty and staff representatives, was charged with refining assessment policy and recommending testing mechanisms. In fall 1990, the college formed an Institutional Outcomes Assessment Committee that designed an institutional outcomes assessment model which integrated all college assessment systems while complementing the College's Master Action Planning process. OCCC's assessment system became fully operational in 1993-94.

Entry-Level Assessment:

ACT subject tests, high school or college transcripts, and student interviews are used to assess entering students and to facilitate student placement. The secondary assessment instruments include: the Accuplacer Computerized Place Test (CPT), the Nelson-Denny Reading test, two Tests of English as a Second Language (TOEFL and SLEP), Riverside Chemistry and Biology tests, the Differential Aptitude Test (DAT), the GATES placement test for GED and low skills students, and locally developed tests in language usage, mathematics, anatomy, and physiology. Students who are applying for admission to the Nursing Program are required to take the Nursing Entrance Test (NET).

The assessment report showed that of the first-time entering students who reported ACT scores: 35 percent did not meet the minimum required reading ACT score of 19; 48 percent of the students did not meet the minimum English ACT score of 20; and 72 percent of the students did not meet the minimum mathematics ACT score of 21. The percentages of students who did not meet the minimum cutscores to enroll in college-level courses in 1994-95 were 41 for reading, 50 for English and 78 for mathematics.

Students who do not meet the minimum ACT scores for placement into college-level courses can participate in secondary testing. The CPT is used for secondary testing and assesses students in the areas of reading comprehension, sentence skills and mathematics. As a result of the CPTs that were administered, 26 percent indicated placement in remedial reading, 43 percent in remedial English, and 86 percent in remedial mathematics. Students may also take the Nelson-Denny Reading test. Of the 124 Nelson-Denny Reading tests administered, 73 percent did not meet the minimum score required for placement in college-level courses. Students for whom English is a second language and who wish to enroll into college-credit courses must take the TOEFL. Of the 268 TOEFL tests administered, only 16 percent of the scores allowed students to enroll in college-credit courses. Of the 637 science tests taken to place students in either chemistry, biology, or anatomy and physiology, 39 percent of the test scores indicated placement in college-level science courses.

Since the CPT is the primary entry-level assessment instrument, OCCC has developed tests to assess language usage and mathematics for students who are unable to use computers. The results of these placement instruments showed that of the 35 tests given, 34 percent indicated placement in college-level courses.
During the fall 1995 semester, the Student Assessment Committee met to discuss using the ACT Computer-Adaptive Placement and Support System (COMPASS) as the primary

secondary assessment instrument. The committee determined that the COMPASS will replace the CPT and that the change will be in effect for spring 1997 students.

A review of all students who have been enrolled in at least one remedial course from fall 1988 through fall 1996 was completed. The results of this review revealed that of the 7,902 students who enrolled in a writing course, 73 percent successfully completed the course, and 23 percent successfully completed the next level in the subject sequence. Results for remedial reading courses revealed that of the 5,443 students who enrolled in a reading course, 71 percent successfully completed the course, and 20 percent successfully completed the next level in the subject sequence. Of the 28,425 students who enrolled in a mathematics course, 67 percent successfully completed the course, and 5 percent successfully completed the next level in the subject sequence.

Mid-Level Assessment:

The results of mid-level assessment are utilized to improve the institution's program of general education. Assessment at the mid-level is designed to assess the student's academic progress and learning competencies in the primary areas of reading, writing, mathematics, and critical thinking. Mid-level assessment competencies were measured and evaluated by academic standing, GPA, standardized or institutionally developed assessment instruments, or portfolios.

In 1994, the Student Assessment Committee identified six general education competencies that all associate degree graduates from OCCC should possess: (1) demonstrate reading comprehension at the college level; (2) write well-developed essays in standard American English that demonstrate unity, coherence, and organization; (3) interpret numerical symbols and perform computations to solve applied problems in the major field of study; (4) make logical decisions based on appropriate and accurate information; (5) demonstrate an understanding of the structure of American federal government and its impact on social, political, and economic issues; and (6) demonstrate an understanding of the ideas, events, and values that have shaped American history.

The information indicated that students who finish their general education competencies at OCCC are prepared to continue their studies at other colleges and universities. OCCC students have transferred to 13 other higher education institutions and their average GPA is above a "C" in all cases. At 39 percent of the institutions, OCCC students have an average GPA of above a "B". At the present time, these results do not warrant any changes in the general educational core competencies, but the student success will continue to be monitored.

In spring 1996, the General Education Committee determined it was important to see if the writing competency was being met. A study was designed to evaluate the writing competency. A sample of classes, other than writing classes, that require some writing was identified, and student writing samples were obtained from these classes. There were over 500 student writing samples evaluated. Four external evaluators were split into teams of two and each team read half of the writing samples. A six-point scale was used to evaluate each writing sample. For any ratings that were more than two levels apart, the sample was read by a third reader.

Program Outcomes Assessment:

The assessment of student competencies is a significant factor in the program review process. Assessment information includes data from alumni surveys, licensure exams, transfer GPAs, the advisory committee annual review, and any program specific information that is available. As part of the assessment plan, each technical program has stated outcome measures. The following programs were reviewed during the 1995-96 academic year: Business, Pre-Engineering, Psychology, Manufacturing Technology, Visual Arts, Science, Health Psychology, and Music. The results of the program outcome measures showed that the programs are meeting their purposes.

Eleven of the 18 programs have capstone courses; several others are being developed. These courses provide the student with the opportunity to combine all of the knowledge they have gained into a practical application. The successful completion of a capstone course is an indication that the students have the knowledge and ability to be successful on the job. The rate of students who successfully complete these courses by achieving a grade of "C" or higher ranges from 81 percent to 100 percent. These success rates indicate that student are prepared for employment.

Licensure exams are another outcome measure used by a number of programs. Passing a licensure exam is an indication that the graduate possess the knowledge needed to be a successful employee. Three of the programs had a pass rate of over 95 percent. Two other programs had a pass rate of 75 percent.

Student Satisfaction Assessment:

OCCC uses two standardized measures of student satisfaction: the ACT Student Opinion Survey (SOS) and the Student Instructional Inventory (SII). The SOS is administered every other year in the spring semester to a stratified random sample of enrolled students. In spring 1996, 612 students completed the SOS. A review of the SOS results revealed that 87 percent of the students responding were satisfied or very satisfied with the college, and 90 percent responded that the overall quality of the education at OCCC is either excellent or good. The services receiving the highest levels of satisfaction ratings were class size (91 percent), computer services (89 percent), the testing and grading system (86 percent), tutoring services (85 percent), and the attitude of the faculty (85 percent).

Some program changes were the result of the data collected through the SOS. The form of student government was changed so that there is an official student government with an approved constitution. Changes have also been made in the Financial Aid Office so that its procedures better meet the needs of the students. The OCCC's Job Placement Office has been moved and now has two full-time staff members.

Results of the SSI are used in instructional program reviews and as a part of faculty evaluations. Overall, students were extremely satisfied with the instruction they received and their instructors. Individual faculty members have made the following changes due to the survey results: (1) adjusted their class objectives to be more understandable; (2) revised testing and grading policies; and (3) been more accessible during their listed office hours.

Administration:

Ultimate responsibility for the institutional outcomes assessment system rests with the Vice President for Administrative Services and Planning. Under the guidance of the Institutional Outcomes Assessment Committee, the following committees affect policy and evaluate the assessment process for entry-level, general education, and program outcomes: Student Assessment Committee, the General Education Committee, and the Instructional Program Review Committee. The Coordinator of Assessment and Testing has responsibility for assessment implementation and coordination.

Rogers University

During the second session of the 45th Oklahoma Legislature, the Governor of Oklahoma signed two acts which merged Rogers State College and the University Center at Tulsa under the governance of one board. The successor institution became Rogers University (RU). RU is a unique institution in the Oklahoma State System of Higher Education. It has a lower-division, associate degree and certificate granting function on its Claremore campus; the Tulsa campus provides educational services through a consortium of four participating universities: University of Oklahoma (OU), Oklahoma State University (OSU), Langston University (LU), and Northeastern State University (NSU).

While the academic functions of the institution at the Claremore and Tulsa campuses are distinct, there is a single administration for the institution and its multiple campuses. With the merger of the two institutions, RU now assesses at all levels. The Claremore, Bartlesville, and Pryor campuses assess at entry- and mid-level, as well as assessing program outcomes and student satisfaction. The Tulsa campus, offering upper-division courses and programs, assesses program outcomes and student satisfaction.

Entry-Level Assessment:

The purpose of entry-level assessment at RU-Claremore Campus is to assist admissions counselors and faculty members to guide students toward the best possible chance of success in attaining academic goals. Because RU-Claremore Campus is an open door institution, the entry-level assessment policy is designed for course placement purposes only.

All students must participate in entry-level assessment to determine their skill levels in English, mathematics, reading, and science. Students under 21 years of age are required to participate in ACT national or ACT residual testing. Students who do not believe their scores accurately reflect their skill level may take the ACT Computer-Adaptive Placement and Support System (COMPASS) test twice without an additional charge. Students 21 years of age or older are required to participate in the ACT national, the ACT residual, or the COMPASS test. Students who score below the cutscores on the ACT subject tests and/or the COMPASS tests are required to enroll in remedial, not-for-college-credit courses. Traditionally, 50 percent of the students attending RU-Claremore Campus take at least one remedial course.

Instructors who teach remedial courses are required to administer a prescriptive exam within the first week of class. This exam serves two purposes. First, it prescribes the appropriate instructional needs of the students. Second, it provides one more opportunity for students to demonstrate skill level readiness. Based on the results of this exam, a student, with the instructor's permission, may move to a more appropriate course.

The RU-Claremore Campus' University Preparatory Academy (UPA) serves adult students in a variety of ways. The UPA offers GED classes, continuing education classes on basic skills development and test preparedness, maintains a computer lab containing software designed to develop basic skills, offers counseling services and testing services, and offers remedial education classes for students whose entry-level exam scores indicate that they are not ready for college-level classes.

Mid-Level Assessment:

RU-Claremore Campus will continue to use the ACT Collegiate Assessment of Academic Proficiency (CAAP) as its mid-level assessment instrument. The Assessment Committee intends to explore ways of getting more students to take the exam in the future as well as the possible inclusion of the critical thinking section.

Program Outcomes Assessment:

An outside consultant was hired to assist in the development of a comprehensive outcomes assessment plan for the RU-Claremore Campus. A new committee, comprised of faculty, was charged with developing, implementing, and reporting on this new plan to North Central within a 15 month period, and to continue to oversee assessment as a standing faculty committee. Within this committee's first six months of operation, outcomes were identified for the developmental education program, the mathematics and communications areas of the general education program, and the terminal degree programs. Then outcomes assessment plans were developed for all areas to be implemented during the 1996-97 school year. RU-Claremore Campus has 13 terminal degree programs, all of which have developed program outcomes assessment measures. These programs use competency testing, student portfolios, capstone courses, student surveys, employer surveys, certification testing, and employment rates to assess outcomes. General education outcomes and assessment plans in the areas of culture and ethics, and critical thinking are scheduled for development in spring 1997, and for implementation in fall 1997. Transfer program outcomes and assessment plans were scheduled for development during the 1997-98 academic year.

RU-Tulsa Campus utilizes the program outcomes assessments developed by the participating institutions: LU, NSU, OSU, OU, and the University of Oklahoma Health Sciences Center (OUHSC). Results are not separated for RU-Tulsa Campus.

Student Satisfaction Assessment:

For the last several years, student satisfaction with RU-Claremore Campus and various services of the college have been assessed through a locally developed survey to students. During the fall semester each year, academic division directors are asked to identify two courses in their respective divisions which attract a cross section of the students enrolling in their division's courses. The survey was administered to all sections of the identified courses. Twenty-five to 40 percent of the student body participated in the survey, but some students may have completed the survey more than once in a given semester. Also, for the last several years, a survey has been administered to graduates as they order their caps and gowns. This procedure generates a relatively high percentage of responses.

The student satisfaction survey indicated lower ratings in 1996 as compared to 1995 for many of the college's functions. The functions receiving the highest rankings are those most closely identified with RU's mission. Functions receiving the top rankings include instruction, academic assistance, library, Kiddie Kollege day care, and the overall ranking of the institution. Those receiving the lowest ratings are areas which are historically complaint-ridden and include: the enrollment center, transfer services, financial aid and course offerings. The campus service consistently receiving the lowest ranking is parking. Due to construction and other inconveniences to the students, the ratings have been low, and the results have shown a reduction in the overall satisfaction rating of the college. Some students acknowledged the improvements and efforts to enhance the parking situation. The final outcomes were that roads were widened, additional parking spaces were created, and the appearance of the campus was improved.

The survey of graduates tended to indicate a relatively high degree of satisfaction with the college and its services. It also revealed that many graduates plan to pursue higher education beyond their associate's degrees.

For the third year, RU-Tulsa Campus utilized the ACT Student Opinion Survey and included questions specific to RU-Tulsa Campus. A computer-generated random sample of 500 degree-bound students who were enrolled during spring 1996 were surveyed. The response rate was 50 percent. The ratings for every area except for food services and computer services increased over the previous year.

In the area of college environment, RU-Tulsa Campus' overall rating as an institution was higher than the national average when compared to the public college sample. RU-Tulsa Campus scored higher in 20 other categories and scored lower in four categories: professor availability, advisor availability, campus activities, and religious activities.

Administration:

At RU, the Assessment Director, who is also the Director of the UPA, oversees the activities of the Assessment Committee. This committee consists of faculty representatives and is responsible for the development of the entry-level assessment plan, including defining the tests and the cutscores used. Another faculty committee worked with an outside consultant to develop a more comprehensive outcomes assessment plan. The merger of Rogers State College and the University Center at Tulsa into Rogers University creates new opportunities and new challenges in assessment. Assessment programs and activities will be coordinated on all campuses and greater efforts will be made to track students at the Claremore Campus, Pryor, and Bartlesville locations, as they move into upper-level courses offered through the Tulsa campus.

Annual Student Assessment Report

Student Remediation Survey

January 24, 1997

Oklahoma State Regents for Higher Education

STUDENT REMEDIATION

1995-96

This fifth annual student remediation report examines activity during the 1995-96 academic year. In 1991, the State Regents adopted the first comprehensive student assessment policy[1] requiring student assessment at four levels in their academic careers, including entry-level assessment. State System institutions were required to develop and implement assessment programs consistent with the policy. By design, these assessment programs were created and implemented over a two-year period, made operational by spring 1993 with mandatory student course placement in fall 1994. Using the student assessment results, institutions continue to evaluate and to modify their assessment programs.

As modified in 1993, the policy required institutions to use a score of 19 on the ACT subject areas of science reasoning, mathematics, reading, and English as the "first cut" in determining a student's need for remediation Students with an ACT subject score below 19 must either enroll in a remedial course or undergo secondary assessment as described in the institution's assessment plan to determine whether remediation is needed. Students scoring below the designated levels must successfully complete appropriate remedial courses. Institutions may establish, and several have established, higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirements.

A study by the Southern Regional Education Board[2] (SREB) found that states with mandatory assessment and placement programs reported higher percentages of students enrolled in remedial courses. Both this and national studies[3,4] reported that approximately one-third of new freshmen enrolled in remedial courses. However, at the time of these studies only about one-third of the regional states and one-half of the institutions nationally had mandatory remediation. Also, these studies did not include science remediation as the Oklahoma report does. The increase in the percent of students enrolling in remedial courses since the State Regents' policy made remediation mandatory is consistent with these findings. As of fall 1995, 40 percent of first-time freshmen enrolled in remedial courses.

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[1] *"Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability"* (II-2-117)

[2] "They Came to College?: A Remedial Developmental Profile of First-Time Freshmen in SREB States," Southern Regional Education Board, 1991.

[3] "College-Level Remedial Education in the Fall of 1989," National Center for Education Statistics, May 1991.

[4] "Remedial Education at Higher Education Institutions in Fall 1995," National Center for Education Statistics, October 1996.

The recent impact of the State Regents' initiatives to enhance student preparation for college is also apparent. The percentage of freshmen who enter college directly from high school and enroll in remediation courses decreased dramatically from fall 1994 to fall 1995 at the comprehensive (32 to 23 percent) and regional (49 to 36 percent) universities. Also, the percentage of transfer students enrolling in remedial courses in the State System dropped from 21 percent in fall 1994 to 9 percent in fall 1995.

The national study also reported a lack of meaningful feedback from colleges to high schools about the academic preparation of their students. In Oklahoma, steps are being taken to facilitate greater feedback through cooperation with the Office of Accountability's Educational Indicators Program, the State Regents' High School Indicator Report to which remediation specifically is being added, and the development of a new comprehensive plan to better help high school students prepare for college.

Although an accurate representation of some remedial activity, this report has limitations. Manual collection of institutional data and different institutional definitions limited comparability of responses in some sections of the survey. Data collection regarding remediation continues to be refined and improved each year.

Findings:

- During the entire 1995-96 academic year, 38,520 students enrolled in remedial courses, comprising 52,025 enrollments (Table 1). Of this remedial activity, most occurred during the fall semester (54 percent), followed by spring (37 percent), and then summer (9 percent).

- As desired and expected, most remediation occurred at the two-year colleges with 77 percent of the course enrollments (Table 1). The comprehensive and regional universities offered 6 and 17 percent, respectively.

- Of all the State System first-time freshmen, 40 percent enrolled in at least one remedial course in fall 1995 (Table 2). This is an increase of four percentage points from fall 1994 (36 percent) (Table 3). The increase was entirely at two-year colleges (8 percentage points). Most of the increase is attributable to two community colleges that identified and advised students requiring remediation to immediately address academic deficiencies, which resulted in twice as many remedial courses in the fall.

- Of the fall 1995 first-time freshmen who enrolled in remedial courses, most took a remedial mathematics course (54 percent), followed by English (25 percent), reading (15 percent), and science (6 percent) (Table 4). Only at the comprehensive universities was the distribution of remediation different with 79 percent of the activity in mathematics.

- The number of students with ACT subject scores below 19 in fall 1995 is less than fall 1994 and the percent of students passing secondary testing decreased (Table 5). In 1995, the greatest number of ACT scores below 19 in any subject area was in mathematics (9,420), followed by English (7,603), science (5,987), and reading (5,785). Of those scoring below 19 on the ACT, the following percentage of students passed secondary testing: 42 percent in English, 38 percent in reading, 25 percent in mathematics, and 13 percent in science.

- Compared to fall 1994, the fall 1995 percentage of first-time freshmen directly from high school in remedial courses declined from 42 to 38 percent; the percentage of adult admission students increased slightly from 50 to 52 percent; and the percentage of transfer students declined from 21 to 9 percent (Table 6).

- Every year, a higher percentage of adult admission students enrolled in remediation than first-time freshmen directly from high school or transfer students (Table 7). In fall 1995, 47 percent of both the direct-from-high-school freshmen and adult admits at two-year colleges enrolled in remedial courses during the fall semester.

- Institutions in the State System are studying the impact of remediation by examining remedial course pass rates and by tracking the progress of students from remedial courses to college-level courses in the same or related subjects. One of the two-year colleges found that 65 percent of the students who enrolled in remedial English and subsequently enrolled in college-level English earned a grade of "C" or better. However, only 23 percent of students at the same college achieved a "C" or above in mathematics. A regional university found that 64 percent of remedial reading students later earned a "C" or better in psychology, sociology, appreciation-type humanities, or American History, but had a lower pass rate (36 percent) in economics, geography, general humanities, literature, political science, or western civilization. Students who did not require remediation had pass rates of 75 and 58 percent respectively in these courses.

- The following are examples of actions taken when students do not perform adequately after remediation: placement cutscores are revised, academic support services are added, and remedial course content is revised. Students have been advised to not "stop out" between enrolling in remedial and college-level courses, to remediate mathematics deficiencies prior to taking science courses, and to remediate reading deficiencies prior to taking some social studies and humanities courses. Class attendance, student academic progress, student persistence, and student goals clarification data also have been evaluated regarding the success of remediation.

Conclusions:

- The level of student remediation activities appears to be on track as the percent of freshmen directly from high school who need remediation declined and as the percent of all freshmen enrolling in remediation increased modestly when the institutional assessment programs were implemented and student remediation became mandatory. This increase is consistent with a study documenting the impact of mandatory course placement. Additionally, institutions are advising students to take remedial courses in the first semester of college enrollment. Research demonstrates when students "stop out" between courses, they lose ground academically.

- Mathematics remains the subject area in which most students require remediation. Almost twice as many students require remediation in mathematics compared to English which is the next highest demand area.

- Community colleges assume the primary responsibility for student remediation in the State System. This is consistent with the community college's mission and the State Regents' stated goal to focus student remediation at the two-year college level and reduce remediation at the comprehensive and regional universities.

Oklahoma State Regents for Higher Education

STUDENT REMEDIATION

1995-96

TABLE 1

Number of Students Enrolled in Remedial Courses
1995-96 Academic Year

Institutions	Students					Enrollments				
	Summer	**Fall**	**Spring**	**Total**	**Percent**	**Summer**	**Fall**	**Spring**	**Total**	**Percent**
Comprehensive	168	1,845	879	2,892	8%	180	2,027	923	3,130	6%
Regional	512	3,510	2,301	6,323	16%	570	5,044	2,983	8,597	17%
Two-Year	2,987	14,886	11,432	29,305	76%	3,797	21,264	15,237	40,298	77%
State System	3,667	20,241	14,612	38,520	100%	4,547	28,335	19,143	52,025	100%
Percent of System	10%	53%	38%	100%		9%	54%	37%	100%	

TABLE 2

Fall 1995 First-time Freshmen Enrolled in Remedial Courses

Institutions	Total Number of Fall 1995 First-time Freshmen*	Enrollments in Remedial Courses		Percent Enrolled in Remedial Courses	
		Fall	**Spring**	**Fall**	**Spring**
Comprehensive	5,341	1,242	427	23%	8%
Regional	6,242	2,353	1,135	38%	18%
Two-Year	16,380	7,609	3,422	46%	21%
State System	27,963	11,204	4,984	40%	18%

* Fall 1995 First-Time Freshmen include students who enrolled for the first time during summer 1995 and re-enrolled in fall 1995. Students may be enrolled at more than one institution at the same time.

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TABLE 3

First-Time Freshmen Enrolled in Remedial Courses by Fall Semester
Fall 1991 Through Fall 1995

Institutions	Fall Semester									
	Number of Freshmen in Remedial Courses					Percent of All Freshmen				
	1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
Comprehensive	1,057	1,101	1,070	1,243	1,242	24%	24%	24%	27%	23%
Regional	1,379	1,506	1,681	2,146	2,353	21%	22%	26%	38%	38%
Two-Year	5,069	6,297	5,128	6,717	7,609	39%	44%	36%	38%	46%
State System	7,505	8,904	7,879	10,106	11,204	31%	34%	31%	36%	40%

TABLE 4

Remediation by Subject Areas and as a Percent of First-Time Freshmen Enrolled in Remedial Courses
Fall 1995

Institutions	Remedial English		Remedial Math	
	Freshmen	Percent	Freshmen	Percent
Comprehensive	92	7%	1,045	79%
Regional	926	29%	1,524	47%
Two-Year	3,048	26%	6,155	53%
State System	4,066	25%	8,724	54%

Institutions	Remedial Science*		Remedial Reading	
	Freshmen	Percent	Freshmen	Percent
Comprehensive	73	6%	116	9%
Regional	277	9%	491	15%
Two-Year	621	5%	1,842	16%
State System	971	6%	2,449	15%

* Two institutions did not respond to this portion of the survey.

TABLE 5

First-Time Freshmen Scoring Below 19 on ACT Subject Tests and Passing Secondary Testing
Fall 1995

Institutions	English					
	Number Below 19		Number Passing Secondary Testing		Percent Passing Secondary Testing	
	Fall 1994	Fall 1995	Fall 1994	Fall 1995	Fall 1994	Fall 1995
Comprehensive	579	729	445	272	77%	37%
Regional	2,308	2,177	999	808	43%	37%
Two-Year	6,208	4,697	2,957	2,105	48%	45%
State System	9,095	7,603	4,401	3,185	48%	42%

Institutions	Mathematics					
	Number Below 19		Number Passing Secondary Testing		Percent Passing Secondary Testing	
	Fall 1994	Fall 1995	Fall 1994	Fall 1995	Fall 1994	Fall 1995
Comprehensive	819	959	302	280	37%	29%
Regional	2,975	2,990	679	933	23%	31%
Two-Year	7,280	5,471	2,133	1,143	29%	21%
State System	11,074	9,420	3,114	2,356	28%	25%

Institutions	Science					
	Number Below 19		Number Passing Secondary Testing		Percent Passing Secondary Testing	
	Fall 1994	Fall 1995*	Fall 1994	Fall 1995*	Fall 1994	Fall 1995*
Comprehensive	449	514	336	167	75%	32%
Regional	1,608	1,845	193	181	12%	10%
Two-Year	4,856	3,628	1,064	452	22%	12%
State System	6,913	5,987	1,593	800	23%	13%

Institutions	Reading					
	Number Below 19		Number Passing Secondary Testing		Percent Passing Secondary Testing	
	Fall 1994	Fall 1995	Fall 1994	Fall 1995	Fall 1994	Fall 1995
Comprehensive	451	540	286	211	63%	39%
Regional	1,879	1,683	456	442	24%	26%
Two-Year	5,172	3,562	2,166	1,573	42%	44%
State System	7,502	5,785	2,908	2,226	39%	38%

* Four institutions did not respond to this portion of the survey.

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TABLE 6

Remediation by Type of Entry
Fall 1991 Through Fall 1995

Institutions	First-Time Freshmen *					Adult Admission First-Time Freshmen				
	1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
Comprehensive	23%	23%	23%	32%	23%	78%	20%	29%	72%	45%
Regional	21%	18%	18%	49%	36%	60%	55%	55%	51%	72%
Two-Year	38%	41%	35%	40%	47%	45%	42%	66%	50%	47%
State System	29%	29%	27%	42%	38%	49%	44%	62%	50%	52%

Institutions	Transfer Students				
	1991	1992	1993	1994	1995
Comprehensive	9%	8%	7%	9%	5%
Regional	4%	5%	6%	9%	5%
Two-Year	17%	24%	40%	40%	18%
State System	10%	15%	19%	21%	9%

* Admitted directly to college from high school.

TABLE 7

Students Enrolled in Remediation by Type of Entry
Fall 1995 and Spring 1996

Institutions	First-Time Freshmen *					Adult Admission First-Time Freshmen				
	Total	Number in Remedial Courses		Percent in Remedial Courses		Total	Number in Remedial Courses		Percent in Remedial Courses	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring
Comprehensive	5,023	1,151	366	23%	7%	204	91	42	45%	21%
Regional	5,201	1,861	830	36%	16%	748	541	336	72%	45%
Two-Year	9,853	4,647	1,973	47%	20%	3,303	1,566	930	47%	28%
State System	20,077	7,659	3,169	38%	16%	4,255	2,198	1,308	52%	31%

Institutions	Transfer Students				
	Total	Number in Remedial Courses		Percent in Remedial Courses	
		Fall	Spring	Fall	Spring
Comprehensive	3,931	184	118	5%	3%
Regional	5,361	264	86	5%	2%
Two-Year	4,342	764	437	18%	10%
State System	13,634	1,212	641	9%	5%

Annual Student Assessment Report

Appendices

January 24, 1997

Appendix A

POLICY STATEMENT ON THE ASSESSMENT OF STUDENTS FOR PURPOSES OF INSTRUCTIONAL IMPROVEMENT AND STATE SYSTEM ACCOUNTABILITY

The Constitution of Oklahoma charges the Oklahoma State Regents for Higher Education with responsibility for prescribing standards for admission, retention, and graduation applicable to each institution in The Oklahoma State System of Higher Education. The State Regents also have the responsibility to provide leadership in the coordination of the orderly transfer of students between and among institutions of the State System. Inherent in such responsibilities is the prescribing of mechanisms to monitor and facilitate the assessment of students for purposes of instructional improvement and State System accountability.

Statement of Accountability:

Accountability to the citizens of Oklahoma within a tax-supported educational system is of paramount importance. The public has both the need and right to know that their tax dollars are being used wisely, and most importantly, producing tangible, measurable outcomes of learning for individual students enrolled within the State System. Improvement in student learning and on-going faculty development, measurable through assessment programs, are achievable and essential outcomes, and the responsibility of the State System to the public.

Definition and Purpose:

Assess: The original definition of *assess* was *to sit down beside*. The term has evolved to mean careful evaluation based on the kind of close observation that comes from *sitting down beside*.[1] Such a definition captures the desired relationship between teacher and student and the spirit of the following policy statement.

For purposes of this policy, student assessment in The Oklahoma State System of Higher Education is defined as *a multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements.*

Assessment is not an end in and of itself. Similarly, to document performance is not necessarily to improve performance. Thus the purpose of assessment is to **maximize student success** through the assessment process by the systematic gathering, interpretation, and use of information about student learning/achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. As previously noted, it also is one mechanism to monitor the effectiveness of the State's System of Higher Education. Finally, student assessment is designed to contribute to assuring the integrity of college degrees, and other educational activities/goals, to increasing the retention and graduate rates of college students, to enhancing the quality of campus life in general, and to encouraging high school students to improve their academic preparation for college.

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[1] ***Assessment at Alverno College*** **by the Alverno College Faculty, page 1.**

Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; mid-level assessment to determine basic skill competencies; exit assessment to evaluate the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies.

In recognition of varying institutional missions and clientele served, such assessment components will be campus based under the leadership of the local faculty and administrators providing that the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and select assessment mechanisms, each program component should be coordinated and complement the whole.

Entry Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculties and counselors in making decisions that will give students the best possible chance of success in attaining their academic goals. Each institution will use an established ACT score in the four subject areas of science reasoning, mathematics, reading, and English as the "first cut" in determining individual student readiness for college level course work.[2] Should a student score below the level, s/he will be required to remediate in the discipline area or, consistent with institution's approved assessment plan, undergo additional testing to determine his/her level of readiness for college level work. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. These subject test score requirements will be communicated to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic skills areas needed to be adequately prepared for college level work. Additionally, these ACT subscores provide a standard yardstick for measuring student readiness across the State System.

For high school students wishing to enroll concurrently in college courses the established ACT score[2] in the four subject areas will apply as follows: A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English).

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure that information from assessment and completion of course work is used to evaluate and strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

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[2] The appropriate subject tests level for each subject area (one system score for each subject area) will be set by the State Regents following staff work with ACT staff and the Council on Instruction. Implementation of this requirement will be fall 1994. Students admitted under the Special Adult Admission provision may be exempt from this requirement.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents in the following format:

1. the number of students participating in entry-level assessment and the assessment results including a frequency distribution;
2. the number of students requiring additional basic skills development by area;
3. a summary and explanation of the assessment results; and
4. the methodologies (courses, tutoring, etc.) by which students were required to participate in the improvement of basic skills.

The tracking of these students in future semesters is expected.

Mid-Level Assessment

Generally, mid-level assessment competencies are gained through the student's general education program. Thus, the results of mid-level assessment should be used to improve the institution's program of general education. Assessment at mid-level is designed to assess the student's academic progress and learning competencies in the areas of reading, writing, mathematics, and critical thinking.

Mid-level assessments will normally occur after the student has completed forty-five semester hours and prior to the completion of seventy semester hours for students in baccalaureate programs. For associate degree programs assessments may occur at mid-level or at the end of the degree program.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

The tracking of these students in future semesters is expected.

Program Outcomes Assessment

Program Outcomes Assessment, or major field of study assessment, is the third component of the State Regents' policy. Such assessments should be designed to measure how well students are meeting institutionally stated program goals and objectives.

As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) is the responsibility of the institution subject to State Regents' approval as previously specified. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the section of assessment methodologies:

a) Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives;
b) Instrument(s) should assess higher level thinking skills in applying learned information; and
c) Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the GRE (Graduate Record Exam), NTE (National Teacher Exam), and various licensing examinations.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs/activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Graduate Student Assessment:

Higher education institutions that charge their graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. Emphasis should be placed on assessing student learning and evaluating student satisfaction with instruction and services. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, Graduate Record Exams, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

Adopted October 4, 1991. Revised April 15, 1994, and June 28, 1996.

Appendix B
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol Complex, Oklahoma City
1995-96 Student Remediation Survey

) NUMBER OF STUDENT ENROLLMENTS IN REMEDIAL COURSES	SUMMER 1995	FALL 1995	SPRING 1996
a) Total number of students enrolled in remedial courses:	________	________	________
b) Total number of enrollments in remedial courses:	________	________	________
c) Number of fall 1995 **first-time freshmen***: * Fall 1995 first-time freshmen are those students who enrolled for the first time during summer 1995 and re-enrolled for fall 1995 as well as students enrolling for the first time in fall 1995. These groups should include both full-time and part-time enrollments. First-time entering includes students with less than six credit hours. If different fall 1995 cohort is reported, please describe. ____		________	
d) Number of fall 1995 first-time freshmen who require remedial courses based on high school transcript, ACT score, or placement testing:		________	
e) Total number of fall 1995 first-time freshmen **enrolled** in remedial courses:		________	________

f) Number of fall 1995 first-time freshmen **enrolled** in remedial courses:
By subject areas for summer 1995
(If fall 1995 first-time freshmen do not include summer 1995 first-time freshmen who continue in the fall, these numbers may be zero.)
English:______ Math:______ Science:______ Reading:______

By subject areas for fall 1995
English:______ Math:______ Science:______ Reading:______

By subject areas for spring 1996
English:______ Math:______ Science:______ Reading:______

2) TOTAL NUMBER OF STUDENT PLACEMENTS IN REMEDIAL COURSES	FALL 1995
a- Number of fall 1995 first-time freshmen **with** an ACT score in any subject area less than 19: English:______ Math:______ Science:______ Reading:______	________
b) Number of fall 1995 first-time freshmen **with** an ACT score in any subject area less than 19 who passed secondary testing for placement in college level course by subject area: English:______ Math:______ Science:______ Reading:______	________
c) Number of fall 1995 first-time freshmen **without*** an ACT score who participated in secondary testing by subject area. English:______ Math:______ Science:______ Reading:______	________
d) Number of fall 1995 first-time freshmen **without*** an ACT score who passed secondary testing for placement in college level course by subject area: English:______ Math:______ Science:______ Reading:______	________

* Only students admitted in the **Adult Admission** category (students who are 21 years of age or older, or active military personnel) will not have ACT scores.

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1995-96 Student Remediation Survey
(page two)

3) REMEDIATION AND THE HIGH SCHOOL CORE CURRICULUM	FALL 1995	SPRING 1996
a) Total number of fall 1995 first-time freshmen **not meeting** the 11-unit high school core curricular requirement who are enrolled in remedial courses: (The sum of 3a and 3b should equal 1e)	________	________
b) Total number of fall 1995 first-time freshmen **meeting** the 11-unit high school core curricular requirement who are enrolled in remedial courses: (The sum of 3a and 3b should equal 1e)	________	________

4) REMEDIATION BY TYPE OF ENTRY	FALL 1995	SPRING 1996
a) Number of fall 1995 first-time freshmen, **direct from high school***: * Students who are less than 21 years old who are first-time entering.	________	
b) Number of fall 1995 first-time freshmen, direct from high school, who **enrolled** in remediation:	________	________
c) Number of fall 1995 first-time freshmen admitted under the Adult Admission category:	________	
d) Number of fall 1995 first-time freshmen admitted under the Adult Admission category **enrolled** in remediation:	________	________
e) Number of new fall 1995 **transfer*** students enrolled for the first time at your institution: * Students who have more then six credit hours and who are attending your institution for the first time.	________	
f) Number of new fall 1995 transfer students enrolled for the first time at your institution **enrolled** in remediation:	________	________

5) Number of staff hours required to complete survey: ________________

6) Institution: ____

7) Contact person: ____
Phone: ________________

Please submit survey to the State Regents' Office
with the Student Assessment Report
for October 18, 1996

Oklahoma State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, Oklahoma 73105
405/524-9170

DLS:smd